Leading the Matrix

A mixed methods case study into leadership behaviour during the transition to a matrix structure in the context of an international public sector organisation

Richard Sunderland, LLB, MBA

Submitted for the degree of Doctor of Business Administration

Heriot-Watt University

Edinburgh Business School

July 2018

ABSTRACT

Matrix structures have become increasingly common in contemporary organisations. Evaluation of their deployment is however scarce. In parallel, the social and human dimensions of matrix structures are of increasing interest to scholars and practitioners and leadership behaviour emerges as possible facet to maximising the benefits, and minimising the downsides, of such structures. In the public sector re-structuring has been a widely adopted reform mechanism to achieve the New Public Management (NPM) aims of making public sector organisations run more effectively. This study synthesis the literature in these the fields of matrix structures, leadership and NPM to explore the phenomenon of leadership behaviour during the transition to a matrix structure at the British Council (BC). The BC represents an interesting locale in which to investigate these concepts given organisational changes that have come about as a result of NPM reforms over the past ten years. Utilising a mixed methods case study approach and Yukl's (2012) widely accepted taxonomy of leadership behaviour, the study identifies the component leadership behaviours demonstrated during the transition to a matrix structure at the BC. It also identifies the specific leadership behaviours demonstrated by those considered 'good' matrix leaders. The research finds that 'good matrix leaders demonstrate similar patterns of behaviour irrespective of role type or geographical location. The study also highlights behaviour switching as an attribute of 'good' matrix leadership. Lastly, the research determines that whilst public sector organisations have the potential to realise the benefits of matrix structures, there is limited evidence to suggest they do so. Rather, public sector organisations face structural, systemic and cultural challenges in realising the benefits they set out to achieve by deploying matrix structures. The findings of the study are presented and discussed both in relation to the wider literature and academic debates and also in the narrower confines of the BC including the practical application of the findings for the organisation.

DEDICATION

This thesis is dedicated to my wife, Yuka, and my children, Sean and Momo, for their love, patience, support, understanding, and never ending inspiration over the last 6 years while I have explored the world of organisational behaviour.

It is also dedicated to my British Council colleagues around the world who do fantastic work building trust and understanding between the UK countries overseas, often in the most challenging of circumstances. I'm proud to work alongside you all.

ACKNOWLEDGEMENTS

I'd like to thank the following people without whom I could have not completed this thesis:

Adrian Carberry at Edinburgh Business School for his support over the last six years.

Dr. Birgit Kleymann at Iéseg School of Management in France for her help and support on my research proposal.

Professor Gary Yukl at the University of Albany in the USA for permission to use his taxonomy of leadership behaviour and *Managerial Practices Survey* for this study.

My supervisor, Professor Patrick Gunnigle of the University of Limerick, for his patience, support, wisdom, positive challenge and friendship during the last 3 years. I've learnt so much it is hard to put in to words.

Adrian Greer, Chief Operating Officer, and Helen Murley, Global HR Director, for their support and sponsorship of the research from its earliest conceptions through to its publication.

Paul Ngugi, Regional HR Business Partner in Sub-Saharan Africa in Nairobi, Kenya, and Sue Toft, Global Head of Learning and Development based in the UK, for their help with the research. Adrian Chadwick, Regional Director Middle East and North Africa Region, Stephan Roman, Regional Director South Asia, and Mandy Johnson, Regional Director Sub-Saharan Africa at the British Council for allowing me access to conduct the research in their regions.

Lastly, and most importantly, a huge thank you to my British Council colleagues around the global network who took interest in the research, who emailed notes of support and encouragement, and to all those who participated for their time, insights and contributions to the study. It's been great taking to existing colleagues, meet new people and hear such a range of insights. Despite often starting conversations with *'I'm sorry, I don't know much about leadership'*, please let me assure you that you do. You are experts in the field!

ACADEMIC REGISTRY
Research Thesis Submission

Name*:*	Richard Sunderland		
School/PGI:	Edinburgh Business School		
Version: *(i.e. First, Resubmission, Final)*	Final	Degree Sought (Award **and** Subject area)	Doctorate of Business Administration (DBA) Organisational Behaviour

Declaration

In accordance with the appropriate regulations I hereby submit my thesis and I declare that:

1) the thesis embodies the results of my own work and has been composed by myself
2) where appropriate, I have made acknowledgement of the work of others and have made reference to work carried out in collaboration with other persons
3) the thesis is the correct version of the thesis for submission and is the same version as any electronic versions submitted*.
4) my thesis for the award referred to, deposited in the Heriot-Watt University Library, should be made available for loan or photocopying and be available via the Institutional Repository, subject to such conditions as the Librarian may require
5) I understand that as a student of the University I am required to abide by the Regulations of the University and to conform to its discipline.
6) I confirm that the thesis has been verified against plagiarism via an approved plagiarism detection application e.g. Turnitin.

* *Please note that it is the responsibility of the candidate to ensure that the correct version of the thesis is submitted.*

Signature of Candidate*:*		Date:	31 July 2018

Submission

Submitted By *(name in capitals):*	RICHARD SUNDERLAND
Signature of Individual Submitting:	
Date Submitted:	31 July 2018

For Completion in the Student Service Centre (SSC)

Received in the SSC by *(name in capitals):*			
Method of Submission *(Handed in to SSC; posted through internal/external mail):*			
E-thesis Submitted (mandatory for final theses)			
Signature:		Date:	

Contents

List of Tables, Figures and Charts

List of Tables

List of Figures

List of Charts

Glossary

BBC: British Broadcasting Corporation
BC: British Council
CAQDAS: Computer Assisted Qualitative Data Analysis Software
FAC: Foreign Affairs Committee (of the UK parliament)
FCO: Foreign and Commonwealth Office (UK government department)
FGD: Focus Group Discussion
HR: Human Resources
HRM: Human Resources Management
IT: Information Technology
KII: Key Informant Interviews
MENA: Middle East and North Africa
MPS: Managerial Practices Survey
NAO: National Audit Office (UK agency for scrutinising UK public expenditure)
NPM: New Public Management
NDPB: Non-Departmental Public Body (a sub-body of a UK government department)
OECD: Organisations for Economic Co-operation and Development
ONS: Office for National Statistics
PAC: Public Accounts Committee (of the UK parliament)
PCS: Public and Commercial Services Union
SA: South Asia
SSA: Sub-Saharan Africa
SBU: Strategic Business Unit
UK: United Kingdom

List of Appendices

Chapter One – Introduction

1.1. Introduction

The essence of this study is to better understand leadership behaviour during the transition to a matrix structure in the specific context of an international public sector body. This opening chapter seeks to position the study within the existing literature and demonstrate how this study contributes to the knowledge base. The chapter starts by outlining the background to the study and the research aims. It then goes on to describe the main concepts that are known in the related fields of matrix structures and leadership behaviour, and where apparent gaps remain. The chapter subsequently outlines the research questions which are informed by these concepts and which address the gaps identified. It then describes the research context and how the particular case investigated represents an appropriate locale within which to address the research aims and questions before briefly outlining the methodology used to operationalise the study.

This chapter thus seeks to demonstrate the contribution of this research, both in the immediate fields of matrix structures and leadership behaviour, and more widely in the academic discourse of public sector reform. The chapter concludes by outlining the structure of the thesis and thereby positions the role of subsequent chapters in the overall research endeavour.

1.2. Background to the study

Whilst much has been written on matrix structures and leadership behaviour there is a demonstrable scarcity of literature and empirical research that synthesises these two fields and enhances understanding of the leadership behaviours demonstrated as organisations transition to some form of matrix structure. The primary aim of this study is to address this gap, identify the leadership behaviours demonstrated during this transition, and explore perceptions of what constitutes ‘good’ leadership within a matrix structure. By integrating the existing literature in the fields of matrix structures and leadership behaviour, the study contributes to the knowledge base by empirically identifying the specific leadership behaviours demonstrated during the transition to a matrix structure. It also makes a practical contribution through the development of evidence based guidelines for managers and

practitioners involved in the implementation of such structures. The secondary research aim is to evaluate the deployment of matrix structures in international public sector organisations, a subject on which there is currently limited scholarly work.

Matrix Structures

The topic of matrix structures has been the subject of considerable academic research in the field of organisational behaviour as covered in detail in Chapter Two (the literature review for this study is up to date as of June 2016 when the fieldwork concluded). A matrix structure is typically defined as 'a type of organisational structure that is built around two dimensions such as functions, products, or regions and in which people have two bosses' (Galbraith 2009: 3). Early research on matrix structures focussed largely on defining the structure and patterns of adoption and evolution in organisations (Davis and Lawrence, 1978; Galbraith, 1969, 1971; Knight 1977; Kolodny, 1979; Peters 1979). After a period in the 1980s where matrix structures fell out of favour and were perceived by many as unworkable there has been a revival of interest in their utilisation (Bazigos and Harter 2016; Butler and Wilson 2015; Galbraith 2013; Hall 2013; Kotter 2014; Malloy 2012; Satel 2015a, 2015b; Wellbelove 2015) as organisations, faced with increasingly rapid and complex change, are once again experimenting with the matrix. Consequently, practitioners and academics are keen to better understand both how matrix structures work and particularly how to make them work more effectively. Unlike the earlier focus of academic research, however, later studies have focussed on exploring the social and human dimensions of matrix structures (Balogun 2008; Bartlett and Ghoshal 1990; Corkindale 2008; Galbraith 2009, 2013; Malloy 2012; Sy 2013; Wellbelove 2015; Wellman 2007). This study builds on this latter avenue of inquiry and focusses on the leadership behaviours demonstrated during the transition to a matrix structure in an international public sector organisation.

Leadership and Leadership Behaviour

The field of leadership and leadership behaviour, which is reviewed in more detail in Chapter Three, has also been the subject of extensive academic inquiry and discourse (as above, the literature review is current as of June 2016 when fieldwork completed). Early leadership theories espoused the idea that great leaders were born not made (Galton 1869; Carlyle 1993) and led to conceptions, rooted in disciplines such as behaviorism, that leadership was a function of certain personality traits (Lewin 1935, 1946; Mann 1959; Skinner 1953). Other

scholars have sought to explore the skills required for leadership (Katz 1955; Mann 1965; McCall and Lombardo 1983; Mumford et al 2000, 2007). However, despite academic endeavors in both areas, researchers have struggled to identify a common set of traits or skills that could be applied to all leadership situations, what is often referred to as a 'unified theory' of leadership (Galbraith 1977: 315). This prompted the development of other ideas, generally referred to contingency theories, which explore how situational and contextual factors inform and influence leadership behaviour (Blake and Mouton 1964; Fielder 1967, 1971, 1987; Hersey and Blanchard 1969; Vroom and Yetton 1973). There has also been increased scholarly interest in how certain leadership behaviours improve the commitment and loyalty of subordinates, leader effectiveness and performance. This is generally referred to as transformational leadership (Bass and Riggio 2006; Bass et al 1996; Burns 1978). This study builds on the research in this domain and integrates established concepts of leadership behaviour with more contemporary knowledge on matrix structures to enhance understanding of the leadership behaviour during the transition to a matrix structure. In order to achieve the primary research aim outlined above, the study extends the use of Yukl's (2012) taxonomy of leadership behaviour, which is described in more detail in Chapter Three, to explore leadership behaviours in the context of an international public sector organisation. As an organisation that has relatively recently adopted a matrix structure and remains in the transition phase, the British Council (BC) is an interesting milieu in which to explore these concepts. The research context and significance are discussed briefly in 1. 4. below, and in greater detail in Chapter Four.

1.3. Research aims and questions

As noted above, matrix structures were for many years seen as something to be 'avoided at all costs' (Galbraith 2013: 6) due to difficulties associated with their implementation. These included power struggles, slow decision making, lack of clarity on job roles, and increased overhead costs (Bartlett and Ghoshal 1990; Davis and Lawrence 1978; Ford and Randolph 1992; Larson and Gobeli 1987; Peters 1979; Posner 1986). However, due to the complexity of today's business environment there has been a shift in thinking in recent times with matrix structures becoming viewed as a 'natural consequence' of contemporary organisational evolution (Galbraith 2013: 6). Consequently the matrix is an increasingly common organisational form with recent research showing that some 86% of *FTSE 50* and 94% of

Fortune 50 companies currently deploy some form of matrix structure (Global Integration 2013).

The existing literature on matrix structures has enhanced understanding of the challenges and contradictions of such organisational forms and the roles and responsibilities within them (Bartlett and Ghoshal 1990, Burns and Whorley 1993; Davis and Lawrence 1978; Knight 1977; Larson and Gobeli 1987; Sy 2005). However, the area of leadership behaviour during the transition to matrix structures remains relatively unexplored. Although some of the earlier academic work makes reference to leadership, it is largely in broad brush terms and relates to matrix roles in terms of conflict resolution and power balancing rather than identifying leadership behaviours (Burns 1989; Davis and Lawrence 1978; Joyce 1986; Kolodny 1979). Later studies develop ideas on leadership further and mention leadership skills and behaviour but again these are generally limited in definition or confined to the narrower context of project management rather than organisational behaviour (Balogun 2008; Bazigos and Harter 2016; Corkindale 2008; de Laat 1994; Ford and Randolph 1992; Malloy 2012; Wellman 2007). These studies are also limited in that they do not address the transitional aspect of the evolution to matrix structures or how leadership behaviour may change over time. Therefore, the first research question which seeks to address this gap in the literature is:

What are the leadership behaviours demonstrated during the transition to a matrix structure?

Secondly, there is currently a limited understanding of how 'good' leadership is perceived. Galbraith (2013: 6) cites 'boundary spanning leadership' as one of the critical factors that support effective working in matrix structures. However, the behaviours which constitute such leadership in a matrix context remain both ill-defined or evaluated. Whilst some studies have attempted to define and group leadership behaviour in matrix structures into categories such as empowerment, support, decision making, flexibility and communications (Wellman 2007), there remains a limited understanding of the specific component behaviours that constitute 'good' matrix leadership, or the patterns of behaviour demonstrated by those perceived as 'good' leaders. Hence the second research question is as follows:

Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders?

For the purposes of this study 'good' is defined based on the perceptions of followers. A full rationale for this definition and its selection is outlined in in Chapter 3.

As noted above, an important avenue of research in the leadership literature concentrates on the importance of situational context and how it influences changes in leadership behaviour and in turn subordinate loyalty and overall performance (Bass et al 1996; Bass and Riggio 2006; Carless 2000; Hersey 1985; Hersey and Blanchard 1969; Arnold et al 2007; Muczyk and Holt 2008; Scouller 2011; Sy and Cote 2003; Vroom and Yetton 1973). Although there are a limited number of studies that seek to extend such contingency theories of leadership behaviour to project life cycles (Balogun 2008; Wellman 2007), these are located within the confines of the literature on project management. Thus an apparent gap remains in terms of understanding how leadership behaviour in matrix organisations, rather than projects, changes over time. Seeking to build on the insights of existing academic knowledge and complementing the first two research questions, a third research question is:

To what extent do those perceived as good matrix leaders switch behaviours during the transition to matrix structures?

These three questions form the basis of the thesis which, as noted above, seeks to advance understanding of leadership behaviour during the transition to a matrix structure in the public sector. They are derived from the current literature and apparent gaps that exist therein. They also inform the methodology for the study which is discussed briefly in section 1. 5. below and in greater detail in Chapter Five. Before outlining the methodology selected to operationalise the research, however, it is important to firstly, and summarily, review the research context and briefly consider why the BC is an appropriate location to investigate the questions posed.

1.4. Research context and significance

The research context is covered in further detail in Chapter Four. In brief, the British Council (BC) was founded in 1934 and incorporated by Royal Charter in 1940 to promote a wider appreciation abroad of British culture. Registered as a charity in the United Kingdom (UK), the organisation is a Non-Departmental Public Body (NDPB) of the UK Foreign and Commonwealth Office (FCO) and, although part of the UK government's foreign relations infrastructure, operates at arms' length as the UK agency for educational and cultural

relations. Eighty years from its founding it has a turnover of £1. 1bn (£158m of which is government grant) and 8,700 staff working in over 100 countries around the world (Source: BC Corporate Plan 2016-20).

As a public sector organisation which formally adopted a matrix structure in 2012, and one that is experiencing many of the associated implementation challenges as it transitions to the structure, the BC represents an interesting case in which to search for answers to the research questions posed. This is for a number of reasons as summarily outlined below.

Firstly, much of the existing knowledge on matrix structures is set within the narrower confines of the literature on project management (Balogun 2008; de Laat 1994; Wellman 2007) as opposed to organisation wide contexts. As more and more organisations adopt matrix structures on an enterprise wide basis it is important to understand and evaluate the implications on leadership behaviour of this change. The research context of the BC, an organisation transitioning to a matrix structure across its entire operation, is therefore a fertile ground to seek insights in the field and contribute to the knowledge base. Secondly, in terms of business sectors, the existing body of work on matrix structures and the main concepts and models that have been developed largely emanate from the private sector especially industries such as aerospace, engineering and science (Balogun 2008; Burns 1989; Burns and Wholey 1993; de Laat 1994; Joyce 1986; Wellman 2007). Whilst this has helped advance understanding of many aspects of matrix structures, similar research in the public sector remains sparse and the dynamics less well understood. Furthermore, as a service delivery organisation rather than a product producer, this study on the BC extends the knowledge base into the service sector which currently remains as yet comparatively unexplored or evaluated. Lastly, many of the existing studies on matrix structures are set within single country contexts (Balogun 2008; Burns 1989; Burns and Wholey 1993; de Laat 1994; Joyce 1986; Wellman 2007). Again, this has increased understanding of the subject and provided useful insights. However, the area of leadership behaviour in an international matrix structure remains largely unexplored. As an organisation working in 109 countries the BC provides a particularly suitable setting in which to seek insights on leadership in the context of international matrix structures.

Beyond the perspectives detailed above however, the study also contributes to wider academic discourse on *New Public Management* (NPM) which has raged for many years.

NPM, for the purposes of this thesis, is defined as 'deliberate changes to the structures and processes of public sector organisations with the objective of getting them to run better' (Pollitt and Bouckaert 2004: 8). Within this phenomenon, there has been a trend towards the erosion of differences between the public and private sector including significant changes to the way organisations are structured (Alonso et al 2015; Boston et al 1996; Lindqvist 2012; Metcalf 1993; Micheli et al 2012; Vaughan-Whitehead 2013) as well as increases in the expectations of leadership within the public sector (Brown 2004; Llorens and Battaglio 2010; Pallot 1998; Pollitt and Bouckaert 2004; O'Reilly and Reed 2010; Van Dooren et al 2015). However, as both Lindqvist (2012) and O'Reilly and Reed (2010) note, there has been scant evaluation of NPM initiatives, new organisational structures or leadership in the public sector. The BC, as an organisation that has experienced many aspects of NPM reforms and is now transitioning to a matrix structure as a result, is therefore a unique context not only to search for answers to the questions posed but also to make a valuable contribution to the wider debate on NPM and the related controversy around what has been referred to as 'the privatisation of public sector HR' (Llorens and Battaglio 2010: 119). This contribution is the secondary aim of the research.

1.5. Methodology

The research paradigm and methodology selected to operationalise the study, including a thorough evaluation of alternatives, is covered in more detail in Chapters Five and Six. In brief, the research is an exploratory single case study to identify the leadership behaviours, patterns thereof, and perceptions of 'good' leadership during the transition to a matrix structure at the BC. As a number of scholars note (Eisenhardt 1989; Bryman and Bell 2011; Saunders et al 2012; Zikmund 1984), no research method is perfect and thus a clear rationale for the selection of the case study method, including a detailed description of techniques being used to address any apparent limitations of the approach, is outlined in Chapter Five. The purpose of this is to ensure the case study being utilised is robust as defined by Yin (2014).

The study deploys a mixed methods approach. It extends the use of Yukl's (2012) *Managerial Practices Survey* (MPS), a quantitative survey of leadership behaviour, to identify the leadership behaviours during the transition to a matrix structure and thus gather data to help answer research question one. More qualitative approaches (Focus Groups

Discussions and Key Informant Interviews) are subsequently deployed to obtain further data on question one and insights into the patterns of leadership behaviour and behaviour switching to answer research questions two and three. Data is collected from three regions of the global BC network: Middle East and North Africa (MENA), South Asia (SA) and Sub-Saharan Africa (SSA). A full rationale for their selection and a more detailed description of the research instruments, including an evaluation of the alternatives, is provided in Chapter Five. In addition, a detailed overview of the research process itself and the approaches adopted to collect and analyse data, supported by the relevant underpinning literature, is provided in Chapter Six.

1.6. Thesis structure

The subsequent chapters of the thesis are structured in the following way. Chapters Two and Three provide more detailed coverage of the literature in the fields of matrix structures and leadership behaviour respectively. These are both major fields of interest for scholars and thus the chapters are deliberately separated in order to give sufficient coverage of key terms, provide a brief synopsis of scholarly knowledge in in each field, and to highlight how the research synthesises these two areas. These definitions and synopses in each field are also important in order to position the study in the context of established ideas in the field, to provide a more comprehensive rationale for the study being undertaken, and also to highlight the contribution the research questions make to apparent gaps in the knowledge base. Chapter Four outlines in greater depth the research context and considers the wider academic discourse around public sector reform. In doing so, the chapter seeks to demonstrate two things. Firstly, it provides additional detail on why the BC is a valuable location to investigate the research questions outlined, and secondly, it seeks to demonstrate more fully the contribution the study makes to the wider academic discourse on public sector reform. Chapter Five provides more detail on the methodology employed for the study, including the options considered prior to the selection of the method chosen. In addition, it also describes in more detail the instruments by which data is collected and provides a thorough overview of the research process followed. Chapter Six details the fieldwork and describes the data collection and analysis process. Chapter Seven then presents the main findings of the research with Chapter Eight covering discussion and analysis of the results in the immediate fields of matrix structures and leadership behaviour as well as in the context of the BC and the wider debate on public sector reform. The final chapter, Chapter Nine, presents the

conclusions of the study, the limitations of the research and suggestions for future studies. It also outlines the professional and personal learning derived from conducting the study.

Chapter Two – Effective Matrix Working: a Holy Grail for Contemporary Organisations?

2.1. Introduction

'Today, the thinking is the matrix is impossible to avoid. We have to learn how to make them work more effectively. The key is to get the right people into the right positions' (Galbraith 2013: 6)

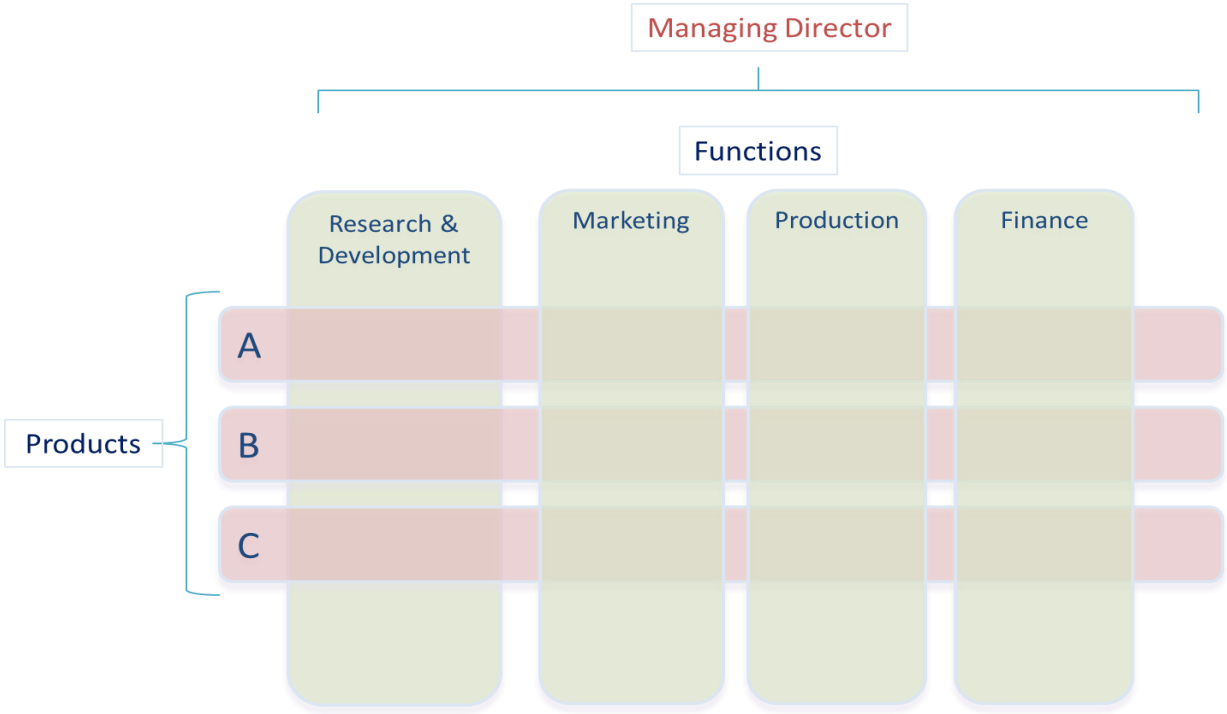
This chapter provides a detailed review of the existing literature on matrix structures. Its purpose is to further contextualise the research study within the relevant literature and demonstrate how the research questions outlined in Chapter One, underpinned by the established concepts in the field, address gaps in the literature base. The chapter starts by defining matrix structures and the various types thereof. It then outlines the origins of the structure and how academic knowledge and discourse have evolved over time, from earlier works on the adoption of matrix structures to later works on the social and human dimensions, including the leadership, of their deployment in organisations. The chapter concludes by summarising the main concepts that are known in the field and identifying where particular gaps remain thus demonstrating how the research questions examined in this study are embedded in the relevant literature how their investigation contributes to advancing understanding in the field.

2.2. Matrix structures: definition and classification

Organisation structures are the topic of 'perennial' debate (De Smet et al 2016: 1). As discussed in Chapter One, the field of matrix structures has been the subject of much academic research in the field of organisational behaviour. A matrix structure is typically defined as one built around two or more aspects, such as functions, products, or regions (Galbraith 2009). Such 'mixed' (Larson and Gobeli 1987: 1) or 'dual' (Kotter 2014: 19) organisational structures introduce a second lateral line of authority, influence or communication alongside the normal top down hierarchy, thus producing organisational forms with dual chains of command and numerous relationships among managers. Matrix structures are intended to help organisations better respond to multiple priorities and deliver organisational change whilst at the same time managing existing operations (Burns 1989;

Davis and Lawrence 1978; Kotter 2014; Mee 1964). An example of a simple matrix structure combining product and function is shown in Figure 2.1.

Figure 2.1. A Simple Matrix Structure



Source: author

This figure demonstrates a simple matrix structure combining functional and product teams. Such a structure may be deployed by an organisation seeking to achieve dual priorities e. g. functional and product excellence. Teams within such a structure effectively report to two or more 'bosses'. For example, Team A focussing on Product A would have a Product Manager who would also need to respond to the needs of the various functional managers, such the Head of Production, Marketing etc. This study seeks to empirically investigate the leadership behaviours during the transition to a structure such as this in the context of an international public sector organisation.

Galbraith (2009) classifies matrix structures into two broad categories: simple and complex. The various models within each category are summarised in Tables 2.1. and 2.2. overleaf. The rationale for the adoption of matrix structures and their evolutionary development is subsequently discussed in greater detail in section 2.3.

Table 2.1. Summary of Simple Matrix Structures

Type of matrix model	Brief description	Example organisation (s)
2.1.1. Corporate functions v business unit	Matrix structure to combine corporate functions (HR, legal, communications, finance) and business units (which may be geographical, customer based or functional e. g. sales)	Procter and Gamble Time Warner
2.1.2. The two-hat model	Similar to 2.1.1. above but with one person responsible for two aspects of the organisation e.g. corporate legal and a region. Often favoured by smaller companies who can't afford the extra costs of the two management positions required in 2.1.1. above or who are transitioning to 2.1.1. over time	Royal Dutch Shell Chrysler
2.1.3. The baton pass model	Matrix structure often deployed to support product development where the 'leadership baton' is passed from team to team to get new products to market e.g. from R&D to marketing and then to distribution	Eli Lilly
2.1.4. The matrix within a matrix	Matrix structure where a project manager is deployed across multiple projects or products, or where an organisation has multiple business units	Time Warner Mars Pet Food

Source: adapted from Galbraith (2009)

Table 2.2. Summary of Complex Matrix Structures

Type of matrix model	Brief description	Example organisation (s)
2.2.1 The three dimensional matrix	A matrix structure similar to the model outlined in 2.1.1. above but with a third dimension incorporated e. g. corporate function, geography and product; or corporate function, geography and customer segment	Nestle ABB
2.2.2 More complex matrix structures	Similar to 2.2.1 above but with an additional fourth dimension added, often an account management approach to service customers who interact with the organisation across multiple markets, or demand multiple products from the organisation (often called 'front-back' model)	Citibank General Electric
2.2.3 The IBM model	A six dimensional matrix structure incorporating functions, products, solutions, customers, geographies and channels	IBM

Source: adapted from Galbraith (2009)

The BC adopted a three dimensional matrix structure as described in Table 2.2. in 2012 and continues to experience many of the associated challenges of implementation as evidenced in

various by various government reviews of the organisation (Carter 2005; FCO 2014; PAC 2008; NAO 2008). The primary aim of this study, as noted in Chapter One, is to identify leadership behaviour during this transition and also explore perceptions of what constitutes 'good' leadership within such a matrix structure. A secondary aim, also outlined in Chapter One, is to evaluate the deployment of such structures in a public sector context.

2.3. Matrix structures: origins, adoption, and early research in the field

Matrix structures have their origins in the aerospace and engineering industries in the 1960s when increasingly challenging tasks required new organisational structures to combine project management activity and technical expertise (Galbraith 2009; Kolodny 1979; Larson and Gobeli 1987). Sandberg (2005) cites the example of US President John F Kennedy's call to land a man on the moon as one such task; so complex that a new organisational structure was required to manage the multiple centres of control that were needed; thus the matrix was born.

The transition to some form of matrix structure is often evolutionary: starting with direct contact between teams; to liaison roles and task forces; and subsequently to some form of matrix structure as described in Tables 2. 1. and 2. 2. above (Aghina et al 2014; Burns 1989; Galbraith 1969, 1971, 1973; Kolodny 1979; Larson and Gobeli 1987). The stage of evolution, and in turn the type of matrix model structure, depends on a number of factors from trends in external environment; the technological requirements of the sector in which the organisation operates; the strategy being pursued; or simply the size of the organisation itself (Burns 1989; Galbraith 1971; Kolodny 1979).

The most commonly cited reason for the adoption of matrix structures is the need to respond to dual or multiple priorities e. g. product and function, or markets and technology (Burns and Whorley 1993; Davis and Lawrence 1978; Galbraith 1969, 1973; Larson and Gobeli 1987). Such dual or multiple priorities increase both the complexity and uncertainty that organisations face and in turn the amount of information that needs to be processed in order for decisions to be made (Burns 1989; Burns and Wholey 1993; Galbraith 1969, 1971, 1973, 1977). A number of related arguments have been advanced to support the adoption of matrix structures. These are summarised in Figure 2.2 below.

Figure 2.2. Purported Benefits of Matrix Structures

Purported Benefits of Matrix Structures
i. Increased quality of communication
ii. More effective use of shared resources
iii. Faster decision making
iv. Access to more diverse skills and perspectives
v. Improved regional and global products
vi. More flexibility
vii. Increased innovation
viii. Improved job satisfaction
ix. Better integration between teams (avoidance of 'siloes')
x. Development of broader, more multi-skilled people

Source: adapted from Davis and Lawrence 1978; de Laat 1994; Ford and Randolph 1992; Hall 2008, 2013; Joyce 1986; Kotter 2014; Knight 1977; Larson and Gobeli 1987; Metcalfe 2014; Randolph and Posner 1992; Sy 2013; Wellbelove 2015

However, empirical evidence to support these arguments is limited. Adoption, for example, is often the result of mimetic tendencies i.e. the influence of other highly visible organisations or general acceptance of the benefits of matrix structures in a particular sector (Burns and Wholey 1993). Researchers have similarly struggled to demonstrate the purported benefits of matrix structures in terms of communication and job satisfaction. In his study of change within the engineering division of an aerospace company Joyce (1986) found increases in the quantity of communications as a result of the adoption of a matrix structures, but no improvement in quality. Results on the impact of the structure on role conflict and ambiguity were inconclusive.

Despite the challenges of empirically establishing the benefits of adopting matrix structures, there is general consensus among scholars on the impact of such structures on Human Resource Management (HRM), particularly the need to modify reward and evaluation systems, and alter professional development interventions to support new ways of working during the transition to matrix structures (Burns 1989; Burns and Whorley 1993; Davis and Lawrence 1978; Galbraith 1969, 1971, 1977, 2009, 2013; Kolodny 1979, Joyce 1986; Malloy

2012; Satel 2015a, 2015b; Waterman et al 1980). These HRM implications, particularly the area of leadership behaviour in matrix structures, which is relevant to this study, are discussed in more detail in section 2.5. below. However, prior to reviewing the literature in those areas and the context for the study being undertaken, it is important to consider the challenges presented by, and criticisms of, matrix structures.

2.4. Matrix structures: challenges, criticism and decline

Despite the various arguments in favour of matrix structures and a period of 'widespread popularity' (Larson and Gobeli 1987: 1) in the 1960s and 1970s, a number of criticisms have been levelled against matrix structures in both academic and popular literature (Anderson 1994; Bartlett and Ghoshal 1990; Davis and Lawrence 1978; de Laat 1994; Ford and Randolph 1992; Grubenmann 2016; Heller 1991; Peters 1979; Peters and Waterman 1982; Posner 1986; Sy 2005). These negative points of view, which are detailed below, focus on a number of issues related to matrix structures from increased conflict and power struggles to lack of clarity on roles, responsibilities and accountabilities. In their landmark study *'In Search of Excellence'* Peters and Waterman (1982: 49) denounced matrix structures as 'hopelessly complicated and unworkable' which 'regularly degenerate into anarchy'. Writing in *Management Today* in 1991, Heller (1991: 24) was equally damning in his criticism, condemning matrix structures as those in which senior executives 'burdened with the impossible weight and complexity of their duties spent most of their time with each other in a mass of bureaucratic undergrowth'.

Within this avenue of academic discourse, the clearest enunciation of the adverse characteristics of matrix structures is that of Davis and Lawrence (1978), who define nine 'pathogens' (ibid: 131) each with its own diagnosis, preventative and treatment measures. These are detailed in Table 2. 3. below. As Davis and Lawrence (ibid: 132) note, 'many of the ailments we discuss do arise in conventional organisations, but the matrix is more vulnerable to these particular ones. It is wise, therefore, for managers thinking of adopting a matrix to be familiar with the diagnoses, prevention and treatment of nine particular pathologies'.

Table 2.3. Summary of Pathologies of Matrix Structures

	Pathogen	Diagnosis	Prevention / treatment
i	Tendencies toward anarchy	Lack of clarity on relationships, roles and responsibilities leading to misunderstandings 'chaos' in the organisation	Make relationships and roles explicit Crisis manage as appropriate when things go wrong
ii	Power struggles	Conflict and struggles arising from people maximising advantage in areas of overlapping responsibility and authority	Encouragement of friendly competition but not combat; appropriate escalation to resolve conflict early on Professional development for managers on joint success / strong people skills in matrix managers and leaders
iii	Severe groupitis	Mistaken belief that matrix management is the same as group decision making; wasting of time by involving people who either do not have a say or wish to do so	Professional development of matrix managers and leaders on how to maximise the benefits of the structure Raise awareness of the difference between team work and decision making
iv	Collapse during economic crunch	Slowness of decision making or inaction seen as result of matrix working; matrix blamed for organisational ills and abandoned during periods of poor performance	Better strategic and portfolio management (structure aside) to minimise impact of economic downturns Avoidance of knee jerk reactions and 're-structuring' as easy option during fallow periods
v	Excessive overhead	Higher than average overhead costs due to increases in managerial positions for dual chains of command	Oversight of costs by management and avoidance of doubling up on every position
vi	Sinking to lower levels	Related to ii above, lack of support at senior levels results in poor matrix management at the top; the matrix sinks to middle level and is ineffective	Carefully reasoning and decision on the matrix model adopted Strong leadership and management at senior levels in the matrix

vii	Uncontrolled layering	Proliferation of matrix structures within matrix structures resulting in too many layers of management for the size of the organisation	Careful task analysis and organisational design Review and simplification when necessary to prevent over layering
viii	Navel gazing	Too much pre-occupation on internal issues as a result of inter-dependence of teams at the expense of market and customer understanding	As with i. above make relationships and roles explicit Professional development of matrix managers to be aware of this pathology
ix	Decision strangulation	Too much democracy and insufficient action; the requirement to discuss the same issue over and over again with different managers	Better task delegation and early resolution of conflict early on coupled with selecting the right personalities for matrix management positions (i.e. ones who are comfortable with ambiguity and can work well with others to make decisions

Source: adapted from Davis and Lawrence (1978)

Many of these criticisms are echoed elsewhere in the literature. A number of concerns have been raised around the apparent violation of single lines of authority that characterise matrix structures (Ford and Randolph 1992; Joyce 1986, Peters 1979); increased ambiguity and uncertainty of roles and responsibilities (Anderson 1994; Bazigos and Harter 2016; Davis and Lawrence 1977; Larson and Gobeli 1987; Posner 1986); recurring power struggles (de Laat 1994); and the lack of clarity on reporting lines and consequent poor communications (Anderson 1994; Bartlett and Ghoshal 1990; Moodley et al 2016; Peters 1979).

Despite these criticisms, however, pro-matrix scholars continue to advocate the benefits of the structure, re-enforcing earlier points around the importance of changing wider management practices such as reward systems and decision making processes not merely the organisational structure to ensure a successful transition to matrix working. Galbraith (2009) argues that 'organisational structures do not fail; managements fail at implementing them correctly' (2009: ix). The problem, Galbraith (2013) contends, is not structural at all but rather the importance of getting the right people into matrix positions. Those wanting control and autonomy, Galbraith argues, will likely fail; those with 'boundary spanning leadership and the courage and curiosity' to drive the matrix will fare better i.e. those who can lead a 'diverse, sometimes dissonant orchestra' (ibid: 7). Such sentiments are shared by other

scholars. Bartlett and Ghoshal (1990: 138) assert that the matrix 'is not a structure but a state of mind' and argue that successful matrix organisations are underpinned by strong leaders who can develop flexible perspectives and strong relationships among their peers, subordinates and seniors to successfully manage conflict. Other scholars note similarly when commenting on leadership in matrix structures i.e. that it is the people dimension and a better understanding of the complex inter-relationships that drive effective matrix structures, not the structural components themselves (Goffee and Scase 2015; Levinthal and Workiewicz 2015; Sy 2013; Waterman et al 1980; Wellbelove 2015). The concept of leadership within matrix structures and the leadership behaviours that underpin 'good' matrix leadership, however, remain ill-defined and empirical research on the subject is scant. As Ford and Randolph (1992: 290) note, when discussing leadership in cross functional teams 'there is an incredible need and an opportunity for theory building in this area'. This study seeks to address this gap in the literature and, by exploring the leadership behaviours during the transition to a matrix structure, makes an empirical contribution to advancing understanding in the field. It also helps gain insight into the leadership behaviours that can help the matrix work more effectively. The study makes a number of practical contributions, from developing evidence based guidelines for practitioners in matrix structures, to informing the learning and development interventions for matrix leaders at the BC as well as related HR practices in recruitment, selection, and deployment.

2.5. Matrix structures: revival, HR implications and leadership

In recent years, as if heeding the call of Ford and Randolph (1992), there has been a resurgence of interest in matrix structures. After largely falling out of favour in the 1980s and 1990s for the reasons noted above, more recently organisations faced with 'unpredictable turmoil and exponentially growing change' (Kotter 2014: ix) are once again experimenting with the matrix and practitioners and academics are keen to understand both how it works and indeed how to make it work more effectively (Levinthal and Workiewicz 2015). This has been equally true for public sector organisations who face similar questions on whether their current structures allow them to respond to rapidly changing circumstances (Kubrak et al 2015) and also whether their current organisational structures were developed as a result of consciously formulated strategy, or whether they have simply 'muddled through', tackling problems one at a time in a piece meal fashion (Butler and Wilson 2015: 2)

Later studies on matrix structures have thus taken as their starting point the social and human dimensions of matrix structures (Anderson 1994; Balogun 2008; Bartlett and Ghoshal 1990; Bazigos and Harter 2016; Corkindale 2008; de Laat 1994; Galbraith 1995, 2009, 2013; Joyce 1986; Kayworth and Leidner 2001; Kotter 2014; Malloy 2012; Satel 2015a, 2015b; Sy and Cote 2003; Wellbelove 2015; Wellman 2007). This section reviews these works and also earlier references to the HRM and leadership implications of matrix structures to demonstrate how scholarly discourse has evolved over time and how this study builds on what is currently known.

Although earlier academic discourse in the 1970s focussed largely on the adoption of matrix structures and the various arguments for and against their deployment, the HRM and leadership aspects of matrix working were not overlooked completely and scholars explored a number of issues around the roles and skills required in matrix structures (Burns 1989; Kolodny 1979; Davis and Lawrence 1977, 1978; Galbraith 1971, 1973, 1977). Lawrence and Davis (1977) outlined three main roles for senior matrix leaders: power balancing; managing the decision making context; and standard setting. Linked to this, other scholars postulated a number skills and approaches that were viewed as critical for leaders in matrix structures. These are summarised in Table 2. 4.

Table 2.4. Summary of Skills and Approaches for Leaders in Matrix Structures

Skill / approach	Citation
Generic skills: flexibility; adaptability; comfort with ambiguity	Kolodny (1979)
Specific skills: technical, administrative, teaching and coaching skills	Gaddis (1959)
Specific skills: communication, organisational, team building, leadership, coping, technological	Posner (1987)
Approach: co-operative / stressing of mutual benefit	Ford and Randolph (1992)
Approach: power balancing / managing conflict	Kolodny (1979)

Source: adapted from Gaddis (1959); Ford and Randolph (1992); Kolodny (1979); Posner (1987)

As useful and instructive as these early explorations of leadership skills and approaches in matrix structures are, they generally lack empirical support. Furthermore, within this avenue

of research the identification and understanding of leadership behaviour (as opposed to skills or approaches) remains relatively unexplored. Corkindale (2008) makes reference to the need for the right behaviours in matrix structures and Wellman (2007) in his grounded theory research on leadership behaviours in a matrix structure espouses empowerment; support; decision making; flexibility and communications as the main behavioural constructs. Whilst helpful, this latter work is limited in that it describes behavioural constructs in general terms rather than identify specific component behaviours. It is also set within the narrower confines of project management rather than an organisation wide deployment of a matrix structure which further limits its utility. The studies outlined in Table 2. 4. also generally fail to address the dynamic nature of the transition to matrix structures and how leadership behaviour might change over time. Thus, the first research question which seeks to address this gap in the literature is:

What are the leadership behaviours demonstrated during the transition to a matrix structure?

This study, by empirically exploring leadership behaviour during the transition to a matrix structure in the specific context of an international public sector organisation, addresses this gap and therefore contributes to knowledge in the field. The study also helps gain insights on how to make the structure work more effectively.

Linked to the first research question, there is currently a limited understanding of how 'good' leadership is perceived in matrix structures. Galbraith (2013: 6) cites 'boundary spanning leadership' as one of the critical factors that support effective matrix structures, a point echoed by other scholars who stress the importance of the social dimension of the structure particularly people's behaviour (Anderson 1994: Balogun 2008; Bartlett and Ghoshal 1990; Bazigos and Harter 2016; Sandberg 2005; Satel 2015a, 2015b). Whilst some studies have attempted to define and group leadership behaviour in matrix structures as above (Wellman 2007), there remains a limited understanding of the specific component behaviours that constitute 'good' matrix leadership nor the patterns of behaviour demonstrated by those perceived as 'good' leaders. Hence the second research question:

Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders?

This study seeks to address this gap and contribute to knowledge in the field by identifying and enhancing understanding of the patterns of leadership behaviour demonstrated during the transition to a matrix structure in a public sector organisation and exploring perceptions of 'good' leadership. As well as gaining insights on the leadership behaviours that can help make matrix structures work more effectively, the study makes a practical contribution to the knowledge base through the development of evidence based guidelines for practitioners and revisions of learning development interventions for matrix leaders. In addition, the insights gained from the research inform related HR practices around recruitment, selection, and deployment at the BC.

Lastly, as noted in Chapter One, a major avenue of research in the leadership literature concentrates on the importance of situational context and how it influences changes in leadership behaviour (Bass et al 1996; Bass and Riggio 2006; Carless 2000; Hersey 1985; Hersey and Blanchard 1969; Arnold et al 2007; Muczyk and Holt 2008; Scouller 2011; Sy and Cote 2003; Vroom and Yetton 1973). Within the literature on matrix structures, there are a limited number of studies that seek to extend these contingency theories of leadership to project life cycles (Balogun 2008). However, as such studies are confined to a project management context rather than an organisation wide deployment of a matrix structure the insights derived are limited. Similarly, although the changing of leadership behaviours is echoed in the relevant literature on leadership and the leadership aspects of matrix structures (Anderson 1994; Balogun 2008; Bartlett and Ghoshal 1990; Galbraith 2009, 2013; Kayworth and Leidner 2001; Malloy 2012; Sy and Cote 2003; Sy 2013; Wellman 2007), empirical research is on how leadership behaviour changes, or switches, is lacking. Seeking to build on insights from the existing literature, and complementing the first two research questions, a third question is:

To what extent do those perceived as good matrix leaders switch behaviours during the transition to matrix structures?

This study, by empirically testing whether the switching of behaviours improves perceptions of 'good' leadership in matrix structures, therefore contributes to knowledge in the field. The insights gained from this question, and questions one and two, in turn help further knowledge in the field about how to make the matrix structures work more effectively. The translation of these insights into evidence based guidelines and learning interventions at the BC as noted

above can help matrix leaders in the organisation improve their own performance and that of their subordinates.

2.6. Conclusion: the role of leadership behaviour in effective matrix working

From the preceding discussion, a number of important issues emerge. Firstly, data from the training and consultancy firm Global Integration (2013) clearly demonstrates that a substantial proportion of organisations now deploy matrix structures of some variety. As Galbraith (2013: 6) observes, 'the matrix is impossible to avoid'. Secondly, organisations transitioning to any form of matrix structure face a number of daunting challenges when trying to making them work effectively. Success, as Bartlett and Ghoshal (1994: 145) observe, can only occur when organisations 'focus less on the quest for an ideal structure and more on developing the abilities and behaviours and performance of individual managers'. Organisational leaders are therefore faced with a dilemma. How can they realise the benefits of matrix structures and minimise the downsides? As Sy (2013: 45) notes, 'surprisingly few companies track the performance of their matrix structure to understand how well the company operates', a point echoed by Aghina et al (2014). Further, as Bartlett and Ghoshal (1994) and Corkindale (2008) argue, leadership behaviour appears to be a key to unlocking effective matrix working. This study seeks to explore this topic and address current gaps in the knowledge base. The following chapter provides a synopsis of the literature in the related fields of leadership and leadership behaviour and provides an overview of the established concepts in the field and where related gaps remain. It thus highlights how the study advances knowledge in both fields.

Chapter Three – Leadership Behaviour: a Key to Unlocking the Matrix?

3.1. Introduction

'A true captain must pay attention to the seasons of the year, the sky, the stars, the winds, and all that pertains to his craft, if he's really to be the ruler of a ship'

(from Plato's *The Republic*, Lee 2007: 204)

This chapter examines in greater detail the existing literature on leadership and leadership behaviour and the rationale for selecting leadership behaviour as the focus for a study on matrix structures. The chapter starts by briefly defining key terms on leadership and outlining how academic discourse has developed over time. These definitions and synopsis of scholarly knowledge are important to position the study within the extant literature and to establish a rationale for posing research questions that focus on leadership behaviour. The chapter then examines in greater detail the concept of leadership behaviour and reviews established ideas on the subject. The purpose of this to further demonstrate the rationale for focussing on leadership behaviour and also to provides a more comprehensive justification for the selection of Yukl's (2012) taxonomy of leadership behaviour for this study. Throughout this chapter overlaps between discourse on leadership behaviour and matrix structures are consistently examined and apparent gaps in the knowledge base outlined. The chapter thus integrates and synthesises the two branches of knowledge and demonstrates how the research questions contribute to furthering understanding in both fields.

3.2. Leadership: definition of key terms

Scholars have long been fascinated with the concept of leadership yet it remains difficult to define. As Burns (1978: 2) contends, 'leadership is one of the most studied but least understood phenomena on earth'. A standard search of the *Expanded Academic Database* for the term 'leadership' yields 26,000 returns; it is therefore understandable that scholars struggle with specifying the concept (Winston and Patterson 2006). Bennis (1959: 259) sounded a prophetic warning when he observed that 'always it seems, the concept of leadership eludes us or turns up another form to taunt us again with its slipperiness and complexity, so we have invented an endless proliferation of terms to deal with it, and still the concept is not sufficiently defined'. This view is echoed by other scholars notably Galbraith

(1977: 315) who argues that 'leadership is a subject for which there is a great deal of folklore, theoretical speculation and even empirical evidence, but in spite of this attention, there is no single unified theory of leadership'.

The 'explosion of leadership literature' (Simkins 2005: 9) has further fragmented the field and triggered wide ranging debates on subjects such as whether leadership is equivalent to management (Bennis and Nanus 1985; Kotter 1990, 1999; Lunenburg 2011; Minzberg 1973; Rost 1993; Zaleznik 1977) and who in an organisation has a formal leadership role (Carlyle 1993; Kotter 1990, 2012). As interesting as these and other debates on leadership are, they are beyond the scope of this study, which focusses more specifically on the narrower field of leadership behaviour in matrix structures. It is important, however, to clarify key terms relevant to the research being undertaken.

Notions of leadership vary greatly and are often driven by particular perspectives on the subject (Day and Antonakis 2012; O'Reilly et al 2010; Sims 2010; Zaccaro and Horn 2003). A generally accepted definition of leadership, however, is that of Yukl (2010: 26) who describes leadership as 'the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and the collective efforts to accomplish shared objectives'.

Related to the concept of leadership is the concept of leadership effectiveness. Much like leadership itself, conceptions of leadership effectiveness differ. And so indeed do the bases by which effectiveness may be measured, varying from tangible results in terms of business performance (e.g. sales data, return on investment etc.) to less tangible outcomes around perceptions and attitudes of followers (Yukl 2010). For the purposes of this study, follower perceptions are used as the measure of leadership effectiveness. This is for a number of reasons.

Firstly, the research context is one of a public sector organisation. Whilst commercial and financial targets are pertinent and, as discussed in Chapter Four, of increasing importance in the in the public sector, they are not the primary purpose of public sector organisations *per se*. Rather, as Leslie and Canwell (2010: 303) note in their review of public sector leadership, a more relevant measure is 'the ability to influence and inspire others in the system beyond reporting lines and articulate a common purpose'. This comment resonates with the discussions in Chapter Two on the 'boundary spanning' leadership (Galbraith 2013: 7) that

supports effective working in matrix structures. Thus, a rationale exists for selecting follower perceptions as a measure of leadership effectiveness in the context of this study.

Secondly, the study seeks to specifically explore leadership behaviour in matrix structures. As discussed in Chapter Two, the social and human dimensions of leadership in matrix structures are increasingly important (Anderson 1994, Bartlett and Ghoshal 1990; de Laat 1994; Ford and Randolph 1992; Galbraith 2009, 2013; Kolodny 1979; Kotter 2014; Sy 2013; Wellbelove 2015; Wellman 2007). It is therefore appropriate that a measure be adopted which can capture this social dimension. As Lord (1986: 408) observes when commenting on leadership, 'perceptions are important in their own right, being a major component of the social fabric of many organisations'. Furthermore, perceptions 'have symbolic value that fosters commitment to organisation that on the part of followers' (ibid: 408). These arguments further endorse the selection of follower perceptions as an appropriate measure of leadership effectiveness in the context of this study.

Lastly, this study is in essence an exploration of behaviour and, as Yukl (2010: 28) notes, 'most researchers evaluate leadership effectiveness in terms of consequences of influence on a single individual, a team or group, or an organisation'. If this is so, and influence on others is a potentially crucial factor of success, then this is yet further support for using follower perceptions as an appropriate measure of leadership effectiveness.

Now that relevant terms have been clarified and, prior to looking at the literature on leadership behaviour pertinent to this study, it is important to briefly review how academic discourse on the wider subject of leadership has evolved over time. This brief synopsis is important, not only to position the study in the context of established ideas in the field, but more importantly to provide a clear rationale for the selection of leadership behaviour as the focus of this study on matrix structures.

3.3. Trait and skill based leadership theories: critique and rationale for focus on behaviour

One major school of thought on leadership takes as its starting point an assumption that certain personality traits predict leadership effectiveness (Galton 1869; Carlyle 1993; Kotter 1990). This branch of research is generally referred to as 'trait theory'. In this context, a trait is defined as 'a variety of individual attributes, including aspects of personality, temperament, needs, motives and values' (Yukl 2010: 43). Personality traits are relatively stable

dispositions over time, which often influence behaviour (Ajzen 1987, 2005). Examples of personality traits relevant to leadership include 'self-confidence, extroversion, emotional maturity, and energy level' (Yukl 2010: 43).

Studies in this area have attempted to identify and empirically test trait theory. However, such studies have generally failed to support a unified theory of leadership traits i. e. a common set of traits shared by all leaders (Bird 1940; Mann 1959; Stogdill 1948, 1974). As Stodgill (1948: 64) remarks 'a person does not become a leader by virtue of the possession of some combination of traits; the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers'. Interest in leadership traits endures, however, and scholars continue to explore possible links between traits and perceptions of leadership effectiveness (Baumeister et al 2006; Bono and Illies 2006; Church and Waclawski 1998; Colbert et al 2012; de Vries 2012; Judge et al 2002; Kenny and Zaccaro 1983; Kornør and Nordvik 2004; Lord et al 1986; Zaccaro 2007, Zaccaro et al 2008). Whilst a unified theory remains elusive, these studies have helped highlight certain traits that positively correlate to perceptions of leader effectiveness. These are summarised in Table 3.1.

Table 3.1. Summary of personality traits related to perceptions of leadership effectiveness

Personality traits related to perceptions of leadership effectiveness
Drive (achievement, ambition, energy, tenacity, initiative)
Leadership motivation
Honesty/integrity
Self-confidence (including emotional stability)
Cognitive ability
Knowledge of the business

Source: adapted from Kirkpatrick and Locke (1991)

Whilst trait theory has helped advance understanding of leadership, inherent limitations remain. As Yukl (2010: 71) argues, 'the abstract nature of most traits limits their utility for understanding leadership effectiveness. It is difficult to interpret the relevance of abstract traits except by examining the actual behaviour of leaders; relatively few trait studies include measures of leader behaviour'. This underscores the importance of focussing on leadership behaviour when seeking to better understand leadership effectiveness. It also demonstrates a

rationale for selecting leadership behaviour for this research and a rationale for research question one:

What are the leadership behaviours demonstrated during the transition to a matrix structure?

As discussed in Chapters One and Two, this is a topic in which there is currently limited scholarly work.

Alongside trait theory, scholars have also been keen to explore the skills that relate to leadership effectiveness (Katz 1955; Mann 1965; McCall and Lombardo 1983; Mintzberg 1973; Mumford et al 2000, 2007). A skill in this context is defined as 'the ability to do something in an effective manner' (Yukl 2010: 44). A generally accepted taxonomy of leadership skills, broadly defined, is summarised in Table 3. 2.

Table 3.2. Taxonomy of Leadership Skills

Skill area	Details
Technical	Knowledge about methods, processes, and techniques for conducting a specialised activity and the ability to use tools and equipment relevant to that activity
Interpersonal	Knowledge about human behaviour and interpersonal processes; ability to understand the feelings, attitudes and motives of others from what they say and do; ability to communicate clearly and effectively and establish effective and co-operative relationships
Conceptual	General analytical ability, logical thinking, proficiency in concept formation and conceptualisation of complex and ambiguous relationships, creativity in idea generation and problem solving; ability to analyse events and perceive trends

Source: adapted from Yukl (2010)

There is considerable overlap between this taxonomy of leadership skills and the skills outlined in Chapter Two in the context of leadership in matrix structures i.e. generic skills such as flexibility, adaptability, comfort with ambiguity (Kolodny 1979); and specific skills such as technical, administrative, teaching, coaching, communication, organisational, team building, and coping skills (Gaddis 1959; Posner 1987). However, whilst skill based theories have helped further knowledge on leadership, their utility is limited and, as with trait theory,

intrinsic deficiencies remain when using them to assess leadership effectiveness. Firstly, as Katz (1955: 34) notes, 'working with others must become a natural, continuous activity, since it involves sensitivity in the day to day behaviour of the individual'. These limitations are echoed by others such as Yukl (2010) who argues that, as most studies on skills examine how a single skill relates to leadership effectiveness, interrelationships and patterns of skills are ignored, as is the impact of skills on leadership behaviour. This view is further endorsed by Mumford et al (2000: 12) who contend that in order to assess leadership effectiveness there must be a 'focus on certain behaviour patterns and the implications of these patterns for leader performance'. This once again underscores the rationale for focussing on leadership behaviour for this research and patterns thereof. It also further supports the rationale for research question two:

Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders?

In summary, it is evident that 'leadership behaviour has a critical role in the creation of successful organisations' (Larsson and Vinberg 2010: 317). However, it would be over simplistic to merely identify leadership behaviour or patterns thereof to understand leadership effectiveness. As discussed in Chapter One, the situational context in which the leadership is performed, and how it influences behaviour change, is also an important consideration. It is to this subject which we now turn our attention by briefly reviewing the literature on what are generally referred to as contingency and transformational leadership theories. These concepts are particularly germane to this study as they further build the rationale for the focus on leadership behaviour and more importantly a justification for research question three which seeks to explore how switching leadership behaviour can improve perceptions of leader effectiveness.

3.5. Contingency and transformational leadership: the role of behaviour change

Given the limitations of trait and skill based conceptions of leadership, and challenges historically encountered when trying to develop universal theories of leadership, there has been considerable scholarly interest in situational context and how it influences leadership behaviour and perceptions of leadership effectiveness (Adair 1984, 2002, 2004; Blake and Moulton 1964; De Hoogh et al 2015; Fiedler 1967, 1971; Hersey 1985; Hersey and Blanchard 2008; House 1976, 1991; Vroom and Jago 1988; Vroom and Sternberg 2002;

Vroom and Yetton 1973). These ideas are often referred to contingency theories of leadership. In parallel, scholars have also been interested in how certain leadership behaviours encourage followers to make self-sacrifices, put the needs of the organisation before themselves, and increase performance. This latter field of research is generally referred to as transformational leadership (Bass 1985, 1996a, 1996b; Bass and Riggio 2006; Burns 1978).

3.5.1. Contingency theories of leadership: the rationale for behaviour change

Within the field of contingency theories of leadership various conceptual models have been established. The main models, their relative merits and demerits, and related measures of effectiveness are briefly summarised in Table 3.3. below. Following the summary of the theories in Table 3.3. is a brief synopsis of apparent gaps in the knowledge base and a summary of the gaps this study seeks to empirically test.

Table 3.3. Summary of Contingency Models of Leadership

Model	Main construct	Support / empirical evidence
Participation and decision making (Adair 1984, 2002, 2004; Blake and Mouton 1964; Vroom and Jago 1988; Vroom and Sternberg 2002; Vroom and Yetton 1973)	Varying the participation of others in the decision making process depending on the situation (a continuum from directive to consultative to delegation, or varying the leadership focus from task, to individual to team)	Mixed – more participative can result in higher satisfaction at times, not at others; models have been criticised conceptually as decision making is often not a single discrete episode but rather evolves over time
Least preferred co-worker (LPC) contingency model (Fiedler 1967, 1971, 1978, 1981)	Least preferred co-worker (LPC) rating: a bi-polar rating system that assesses the fit between leader and task / situation	Mixed – general support for the conceptual model; but criticisms around statistical validity and conceptual validity as it does not really assess how LPC ratings may change as a result of behaviour or how group performance is related to LPC ratings
Path goal theory (House 1976, 1991)	Leadership behaviour is modified depending on the situation to encourage maximum effort of followers towards goals	Inconclusive – results from empirical studies show that supportive behaviour increases satisfaction but not necessarily performance; criticised conceptually as an over complex description of human behaviour
Situational leadership theory (Hersey 1985; Hersey and Blanchard 2008)	Leadership behaviour is modified depending on follower maturity i. e. the ability and confidence to complete a task	Criticised conceptually as behaviours are not sufficiently defined (Blank et al 1990; Fernandez and Vecchio 1997; Graeff 1983; Thompson and

		Vecchio 2009) but provides insight into how cultural context (both organisational and geographical) can impact leadership (Muczyk and Holt 2008)

Source: adapted from Yukl (2010)

Contingency theories of leadership have helped advanced knowledge on leadership behaviour and effectiveness in various ways. As Yukl (2010: 191) observes, it is essential for leaders to 'monitor changes in the situation and adjust their behaviour in appropriate ways'. There is also substantial overlap between this body of research and discussions in Chapter Two regarding the importance of flexibility in the leadership of matrix structures (Anderson 1994; Balogun 2008; Bartlett and Ghoshal 1990; Ford and Randolph 1992; Galbraith 2013; Kolodny 1979; Wellman 2007). However, as Table 3.3. highlights, a number of deficiencies remain which research question three seeks to empirically investigate. The first gap is the limited understanding of how leadership behaviour may change over time. The second gap, as noted by scholars such as Anderson and Sun (2015), Kerr and Jermier (1978) and Keller (2006) is how leadership can be neutralised by so-called 'substitutes' i.e. factors relating to subordinates, tasks and the organisational context which, in the case of the BC and this study is a public sector matrix structure. This research, particularly research question three, by empirically investigating behaviour change in the context of an international matrix structure seeks to bridge this gap in the literature and advance knowledge in the field.

Beyond conceptual limitations, there are other more practical deficiencies in contingency theories of leadership. As McCall (1977) argues, contingency theories do not provide sufficient assistance in the form practical guidelines of desirable behaviours in certain types of situation. This point is echoed by Zaccaro and Horn (2003: 769) who observe 'leadership theory has not lived up to its promise of helping practitioners resolve the problematics that occur in organisational leadership. Many current theories and models are not contextualised, nor do the dynamic and critical issues facing leaders drive their construction'. In light of these deficiencies, this study by gathering primary data from managers in the field and using it to develop evidence-based guidelines for those implementing matrix structures, makes a practical contribution to knowledge in the field. The various practical applications of the

research findings to the BC, which are described in Chapter Eight below, further address this gap.

As discussed in Chapters One and Two, an area of particular interest for scholars and practitioners alike is to better understand how to make matrix structures work more effectively. Galbraith (2013: 6) cites 'boundary spanning leadership' as the remedy for this which, as noted in Chapter Two, is an as yet ill-defined concept. There are, however, insights in the literature on transformation leadership literature which allude to the leadership behaviours that increase subordinate satisfaction and improve performance. This subject is germane to the research being undertaken as it signals behavioural concepts that can be empirically tested by research question three i.e. how behaviour switching can improve perceptions of 'good' leadership and in turn help leaders make matrix structures work more effectively.

3.5.2. Transformational leadership: the link between behaviour change and performance?

Alongside contingency theories of leadership, scholars have become increasingly interested in transformation leadership i.e. the emotional aspects of leadership and how certain leadership behaviours encouraged followers to make self-sacrifices, put the needs of the organisation before themselves and deliver increased performance (Bass 1985, 1996a, 1996b; Bass and Riggio 2006; Burns 1978). This avenue of research is important to review at this point given the pertinence of leadership behaviour to this study

Early ideas on the concept of transformational leadership are rooted in the work of Burns (1978) who compared transformational leadership to transactional leadership. Burns (1978: 4) contrasted the two as follows: 'transactional – leaders approach followers with an eye to exchanging one thing for another; the transformational leader looks for potential motives in the follower; the result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents'.

Later iterations of the theory are largely based around the work of Bass (1985, 1996a, 1996b, 2006; Bass and Riggio 2006) who argue that transformational leadership, used appropriately alongside transactional leadership, produces increased performance as followers feel trust, respect and admiration for the leader and in turn go beyond what is expected and deliver a higher performance. As Bass (2006: 3) notes 'transformational leaders are those who

stimulate and inspire followers to both achieve extra ordinary outcomes and, in the process, develop their own leadership capacity'. Within the theory, specific emphasis is given to the behaviours demonstrated by the leader and their impact on follower perceptions and performance. These transformational (as opposed to transactional) leadership behaviours are summarised in Table 3.4.

Table 3.4. Summary of Transformational and Transactional Leadership Behaviour

Transformational behaviours	Transactional behaviours
Idealised influence	Contingent reward
Individual consideration	Active management by exception
Inspirational motivation	Passive management by exception
Intellectual stimulation	

Source: adapted from Bass and Riggio (2006)

The theory of transformational leadership is not without criticism and a number of scholars (Engelbrecht 2005; Michel et al 2011; Tracey and Hinkin 1998; Zhu et al 2011) have argued the concept is merely a return to positive management practice around trust, participation and support as outlined by Argyris (1964) and McGregor (1960). Academics have also postulated that the impact of transformational leadership is moderated by organisational culture and size and factors related to subordinates and their tasks (Keller 2006; Vaccaro et al 2012; Vecchio et al 2010). However, despite these challenges, a wide range of empirical studies have shown broad support for the theory of transformational leadership and positive correlations with increased performance at all levels, improved mental health and positive mood among followers, as well as increases in innovation (Afsar et al 2014; Arnold et al 2007; Bass et al 2003; García-Morales et al 2008; Jung et al 2008; Leban and Zulauf 2004). There is also evidence to support the idea that transformational leadership can exist in every sector, at every leadership level and is equally applicable to behaviour demonstrates by men as it is to women (Bass et al 1996, Bass and Riggio 2006; Bono and Judge 2004).

Based on insights from the studies above, there is reasonable evidence to suggest that switching behaviour can positively impact perceptions of leadership effectiveness. As Yukl (2010: 129) notes 'it is likely that specific behaviours interact in complex ways, and that leadership effectiveness cannot be understood unless these interactions are studied; a leader's skill in selecting and enacting appropriate behaviours is related to the success of the outcome,

but different patterns of behaviour may be used to accomplish the same outcome. In future research it is essential to pay more attention to the overall pattern of leadership behaviour rather than becoming too preoccupied with any particular component of it'. This view is echoed elsewhere in the literature where the ability to read a situation and switch behaviour appears to be a significant factor in perceptions of leader effectiveness i.e. the transformational or ideal leadership as described above (Coetzee and Schaap 2005; George 2000, 2006; Leban and Zulauf 2004; Rajah et al 2011; Sadri et al 2011; Skinner and Spurgeon 2005; Sy and Côté 2003; Sy et al 2005; Sy 2013). Similar findings have also been reported with specific reference to leadership in a public sector environment where empirical research highlighted four main capabilities for those perceived as 'good' leaders: insights into complex change; cognitive skills; emotional intelligence; and making sure overly complex structures do not impede leadership at all levels (Leslie and Canwell 2010). However, there is currently little scholarly work or empirical research that investigates these concepts in the context of matrix structures. A gap therefore exists, which research question three of this this study seeks to address:

To what extent do those perceived as good matrix leaders switch behaviours during the transition to matrix structures?

The research questions discussed in this chapter and in Chapter Two thus integrate and synthesise the branches of knowledge on matrix structures and leadership behaviour. The questions are embedded in the relevant literature, underpinned by established concepts in each field and address apparent gaps thus contributing to understanding in both fields. However, prior to moving on to outline the research context and methodology used to operationalise these questions in Chapters Four and Five, it is important to first describe which of the numerous taxonomies of leadership behaviour has been selected to operationalise the research questions during the empirical fieldwork of this study and to provide a clear rationale for its selection.

3.6. Leadership behaviour: rationale for selecting Yukl's taxonomy of leadership behaviour

Early works on leadership behaviour are grounded in broader theories of behaviourism (Lewin 1935, 1946; Skinner 1953) and centre on two major studies in the 1950s at Ohio State University and Michigan University which sought to identify and classify leadership behaviour (Fleishman 1953; Halpin and Winer 1957; Hemphill and Coons 1957; Katz et al

1950; Katz et al 1951; Katz and Kahn 1952). A summary of these studies, the results thereof, the methods by which leadership behaviours were assessed, and the limitations of the research are presented in Table 3.5.

Table 3.5. Summary of Ohio State and Michigan Studies on Leadership Behaviour

Ohio State University	University of Michigan
Main Behaviours: 1) Initiating structure – behaviour that involves concern for accomplishing the task 2) Consideration behaviour that involves concern for people and inter personal relationships Measured by: Leadership Behaviour Description Questionnaire (LBDQ), or Supervisory Behaviour Description (SBD)	Main Behaviours: 1) Task-oriented behaviour – behaviour focussed on managing tasks such as planning, co-ordinating and technical assistance 2) Relations-oriented behaviour – support and help for subordinates 3) Participative leadership – group supervision and participation in decision making Measured by: Survey of Organisations
Citations: Fleishman (1953); Halpin and Winer (1957); Hemphill and Coons (1957)	Citations: Katz et al (1950); Katz et al (1951); Katz and Kahn (1952)
Limitations: subject to challenge due to ambiguity of behaviour descriptors, respondent bias, and issues around causality i.e. the extent to which leader behaviour affects a variable in performance (or visa-versa), or whether other variables intercede	

Source: adapted from Fleishman (1953); Halpin and Winer (1957); Hemphill and Coons (1957); Katz et al (1950); Katz et al (1951); Katz and Kahn (1952); Yukl (2010)

Similar to scholarly work on leadership traits and skills, various empirical studies have sought to test these taxonomies of leadership behaviour and correlations between certain behaviours and perceptions of leadership effectiveness. As with trait and skill based leadership theories a universal theory remains elusive. However, positive correlations have been demonstrated, however, between consideration and relations-oriented behaviours to

subordinate satisfaction and perceptions of leader effectiveness (Antunes and Franco 2016; Hand and Slocum 1972; Latham and Sari 1979; Porras and Anderson 1981; Wexley and Nemeroff 1975).

Despite the challenges and limitations outlined above, academic interest in leadership behaviour continues with various ideas being advanced around leadership behaviour and how 'good' leaders balance competing demands and priorities (Adair 1984, 2002, 2004; Blake and Mouton 1964: Blake et al 1964; Hackman and Walton 1986; McGrath, 1962). Half a century on from the initial Michigan and Ohio State studies, however, academic discourse on leadership behaviour remains conflicted with scholars struggling to integrate the various research studies; agree on which leadership behaviour categories are relevant and meaningful; or on how broad the descriptors of leadership should be (Yukl and Taber 2002; Yukl 2010, 2012). An emerging solution, however, which has broad support in the literature, is a four dimensional hierarchical taxonomy of behaviour that integrates previous conceptual frameworks into four meta-categories: task, relations, change and external-oriented behaviours. Each meta-category is subdivided into more detailed behavioural descriptors. A summary of this taxonomy (hereafter referred to as the Yukl taxonomy) and the academic evidence to support its links to leader effectiveness are described in Table 3.6. below. Since Yukl's taxonomy has been selected for use in this research, it is importantly to summarily review it at this point and provide a justification for its deployment in the research.

Table 3.6. Summary of Yukl's Taxonomy of Leadership Behaviour

Behaviour meta-category and detail	Empirical support for link to leader effectiveness
Task-oriented behaviours: i. Plan short term activities ii. Clarify task objectives and role expectations iii. Monitor operations and performance	Carol and Gillen (1987); Drucker (1974); Fayol (1949); Quinn (1980); Kim and Yukl (1995); Yukl et al (1990)
Relations-oriented behaviours: i. Provide support and encouragement ii. Provide recognition for achievements and contributions iii. Develop member skill and confidence iv. Consult with members when making decisions v. Empower members to take initiative in solving problems	Brief et al (1981); Ganster et al (1986); Kessler et al (1985); Kim ad Yukl (1995); Larsson and Vinberg (2010); van Dierendonck et al (2004); Yukl et al (1990)
Change-oriented behaviours: i. Monitor external environment ii. Propose innovative strategy or new vision iii. Encourage innovating thinking iv. Take risks to promote necessary changes	Kotter (1990, 2006, 2012, 2014); Larsson and Vinberg (2010); Yukl (1998)
External-oriented behaviour: i. Networking ii. Monitoring external environment iii. Representing	Ibarra and Hunter (2007); Kaplan (1984); Kotter (1982); Kim and Yukl (1995); Ancona and Caldwell (1992); Bourgeois (1985); Dollinger (1984); Zalatan (2005)

Source: adapted from Yukl and Taber (2002); Yukl (2010, 2012)

NB The research instrument used to collect data on each of the component behaviours in this taxonomy is the Managerial Practices Survey (MPS). This scale survey was developed by Professor Gary Yukl of the University of Albany. A more detailed explanation of the research instrument is in Chapter Five and a full version of the MPS and a description of its background can be found in Appendices 1 and 2.

This widely accepted taxonomy of leadership behaviour is particularly pertinent and useful in aiding scholarly enquiry into leadership behaviour during the transition to a matrix structure at the BC. This is for a number of reasons.

Firstly, the Yukl taxonomy covers task-oriented behaviours which focus on the leadership behaviours that help maintain the day to day operations of all organisations, including those that are structured in a matrix configuration. As Kotter (1990, 1998, 2014) argues such behaviour is important to keep control of a set of processes that keep a complicated system of people and technology running smoothly. The taxonomy is, therefore, useful for a study that seeks to investigate leadership behaviour in matrix structures which, as discussed in Chapter Two, are designed to help organisations deal simultaneously with managing change whilst delivering existing operations (Burns 1989; Davis and Lawrence 1978; Kotter 2014).

Secondly, the Yukl taxonomy investigates relations and external-oriented behaviours which are important to the social and human dimensions of leadership in matrix structures (Anderson 1994; Balogun 2008; Bartlett and Ghoshal 1990; Ford and Randolph 1992; Galbraith 2013; Wellman 2007). Matrix structures are often characterised by dual or multiple centres of control 'where no one has complete autonomy and most employees are tied to many others' (Kotter 1990: 49). Thus, developing networks and building positive relationships in order to work well with others arguably helps leaders be more effective. The Yukl taxonomy, by measuring such relations and external-oriented behaviours, is therefore valuable for a study which seeks to explore leadership behaviours in matrix structures.

Thirdly, the Yukl taxonomy includes change related behaviours. These are particularly germane to this study which seeks to explore leadership behaviour during the transition to matrix structure in a specific case organisation. As discussed in Chapter Two, transitions to matrix structures are often evolutionary (Burns 1989; Galbraith 1969, 1971, 1973; Kolodny 1979; Larson and Gobeli 1987) and thus this taxonomy, which captures behaviours related to change, is of further merit to this study which seeks to explore the leadership behaviours demonstrated during the transition towards a matrix structure.

Fourthly, Yukl's taxonomy is appropriate for this study given the applied nature of its use in a variety of individual and organisational learning contexts, as well as a basis for leadership development programmes (Amagoh 2009; Day 2001; Pearce 2007; Tannenbaum and Yukl 1992; Yukl 2009). In light of the applied nature of this research and the way the study will

inform various HR interventions at the British Council in areas such as learning and development, performance management, recruitment and selection, a further rationale exists for its use.

Lastly, as highlighted in Table 3.6. above, the Yukl taxonomy is widely supported in the literature and has been extensively trialled and validated (Kim and Yukl 1995; Yukl and Mahsud 2010; Yukl and Taber 2002; Yukl 1999, 2002, 2009, 2010, 2012). As Yukl (2012: 78) himself contends 'more than half a century of research provides support for the conclusion that leaders can enhance the performance of team, work unit or organisation by using a combination of task, relations and change-oriented behaviours that are relevant to their situation'. The taxonomy and its earlier iterations have been used in a variety of public and private sector contexts (Yukl 1999) with small and medium companies (Yukl 1999; Yukl and Taber 2002) and in a variety of leadership contexts in a number of sectors (Agnew and Flin 2014; Yukl et al 2013; Mahsud et al 2010; Seifert and Yukl 2010, Yukl et al 2009; Yukl et al 2013; Yukl 2008). To date however, it has not been used to empirically test leadership behaviour in an international public sector context such as the matrix structure at the BC. As Yukl (2010: 26) wisely notes 'what to include in the domain of essential leadership should be explored with empirical research, not pre-determined subjective judgements'. This research seeks to address this point and extend the use of Yukl's taxonomy in the context of the BC.

However, it should be noted that although the Yukl taxonomy is very well supported in the literature and suitable for this research, it is not designed to test the cultural relevance of leadership behaviours or to map effective behaviour to particular cultures. This study draws data from samples across three geographical regions in the BC and although this may highlight differences between certain cultures and perceptions of effective leadership, the study is not designed to be a comparative study and cultural relevance is not is not the primary aim of the research. This point is discussed further in Chapter Five.

3.7. Conclusion

Discussions in Chapter Two outlined a challenging landscape. Organisations, progressively faced with 'unpredictable turmoil and exponentially growing change' (Kotter 2014: vii), are adopting matrix structures in increasing numbers to deliver on dual or multiple objectives and ensure more effective working across teams. Such matrix structures, in order to deliver their purported benefits, require leaders with flexible perspectives and strong relationships to

manage the conflict inherent in such environments and deliver successful organisational outcomes (Sy 2013; Wellbelove 2015). In parallel, the leadership literature describes the crucial role of leadership behaviour in producing organisations that are 'well run and innovative, adaptive and energetic' (Kotter 2014: 64). The literature also highlights the importance of certain behaviours that build perceptions of 'good' leadership. However, there is currently limited scholarly work that integrates these branches of research to better understand leadership behaviour in matrix structures, whether there are common patterns of behaviour that are perceived as 'good' leadership, and the extent to which matrix leaders switch behaviours in order to be effective. This study, by empirically exploring leadership behaviour in matrix structures, addresses this gap and makes a contribution to the field. As Bass and Riggio (2006: 236) sagely observe 'leadership is the perhaps the most complex of human constructs, and we still have a long way to go'. It is hoped that this study can help take us a step in the right direction.

Chapter Four – New Public Management: Transforming or Hollowing Out the State?

4.1. Introduction

'The three articles of Civil Service faith: it takes longer to do things quickly, it's more expensive to do them cheaply and it's more democratic to do them in secret'.

Right Honourable Jim Hacker, Minister for Administrative Affairs in the fictional British Broadcasting Corporation (BBC) TV Series *Yes Minister*, Series Three, Episode One: Equal Opportunities, first broadcast in 1982

This chapter outlines the context of New Public Management (NPM) as it relates to the research study on the BC. Its purpose is to position the research in the wider debate on NPM and to provide a rationale as to why the BC is a suitable locale for investigating the research questions outlined in Chapter One. The chapter starts by defining NPM, the doctrines that underpin it and the main drivers for reform since the 1980s. It then takes a more detailed look at the organisational and HRM implications of such reforms in terms of new organisational structures adopted in the public sector and increased expectations of leadership in the public sector. The chapter then briefly examines NPM reforms in the UK context and provides a summary of the Carter Review of Public Diplomacy in 2005, and other relevant UK government reviews of the BC, which have triggered significant structural and leadership changes in the organisation. The chapter thus integrates the literature on matrix structures, leadership and NPM reform to demonstrate why the BC is an interesting milieu in which to investigate the research questions outlined in Chapter One.

4. 2. NPM: definitions, doctrines and drivers

Public management reform is not a new concept As Rhodes (1994: 138) points out when commenting on the UK context, there has been a 'continuous stream of reform' since the 1960s, similarly described by Bordogna (2015: 20) as a 'process of transformation'. Often controversial and challenged as ineffective, efforts to change the public sector have been a part of political life for many years and, as Rhodes (ibid: 138) provocatively contends, 'administrative reform breeds more cynicism than efficiency and effectiveness with aims and achievements often diverging markedly'.

According to Pollitt and Bouckaert (2004: 8) public management reform is defined as 'deliberate changes to the structures and processes of public sector organisations with the objective of getting them (in some sense) to run better'. Pallot (1998: 1) further elaborates on this definition by describing three dominant features of public management reform:

i. removal of differences between public and private sector
ii. accountability for results not process
iii. accounting and financial rigour (linked to the second point on accountability)

These features were accompanied by a number of principles related to this 'new' approach; Hood (1995: 95) outlines these as follows:

i. greater disaggregation of services into products
ii. increased competition between units
iii. introduction of management practices from the private sector e. g. around remuneration, accounting systems
iv. increased emphasis on cost reduction and efficiency
v. rise of a new managerial elite
vi. more explicit standards of performance
vii. attempt to control units through output measures

The range of management concepts adopted from the private sector has been extensive and includes management by objectives; outsourcing; total quality management; benchmarking and business process re-engineering (Pollitt and Bouckaert 2004). In the narrower field of organisational structures and HRM pertinent to this study, which are discussed in more detail in section 4.3. below, NPM reform has included significant changes to the way public sector organisations are structured (Boston et al 1996; Lindqvist 2012; Metcalf 1993; Micheli et al 2012; Vaughan-Whitehead 2013); changes to the ways in which public sector workers are recruited, paid, appraised and promoted (Pollitt and Bouckaert 2004; Van Dooren et al 2015); and significant increases in the expectations of leadership in the public sector (Bordogna 2015; Brown 2004; Llorens and Battaglio 2010; Pallot 1998; Pedersini 2014; O'Reilly and Reed 2010; Van Dooren et al 2015).

Before reviewing the drivers underpinning NPM reforms, and the HRM implications, it is important to establish what was 'new' about 'New' Public Management and how it differed

from ‘old’ models of public administration. As Hood (1991) suggests, NPM reforms were centred on modernising the public sector and making it more efficient and market focussed. This was, as Pollitt and Bouckaert (2004) point out, a means to several ends including cost savings, improved service quality and efficacy amongst others and stood in contrast with ‘old’ government caricatured as ‘sluggish, centralised, bureaucracies preoccupied with rules and regulations’ (Osborne and Gaebler 1992: 11). Such ‘old’ government is commonly linked with the ideal rational or legal bureaucracy proposed by Weber (1947) which was based on fixed spheres of competence, defined hierarchy of offices, full time career appointments and management by the application of rules.

In the field of HRM, NPM reforms were aimed at structuring public sector bodies and their workers to deliver services that were ‘more flexible and responsive, more focussed and getting results, and more skilful’ (Pollitt and Bouckaert 2004: 75). To achieve this, a number of ‘trajectories’ (Pollitt and Bouckaert 2004: 65) of modernisation ensued, which can be classified into four main areas: finance, personnel, organisation, and performance measurement. A ‘trajectory’ in this context is defined as ‘more than a trend; an intentional pattern’ (ibid: 65). The trajectories relevant to this study, which explores leadership behaviour during the transition to a matrix structure in the public sector, are those around organisation and personnel. These are discussed in more detail in section 4.2.

In addition to describing NPM, it is important to understand the drivers that have underpinned its historical evolution since the 1970s. As Hood (1991: 5) observes, NPM was a ‘marriage’ of two sets of ideas. Firstly, post-World War II developments in industrial economics and theories of public choice transactions; and secondly, a new ‘managerialism’ in public management (Merkle 1980; Pollitt 1990). Hood (1991) notes that it is difficult to identify any single explanation for the rise of NPM citing a number of possible reasons from fads and fashions in public management reform, to post war peace and stability and resultant changes in politics and society. Pollitt (2015: 2) rather bluntly concludes that ‘civil servants are being steadily tortured into submission by the combined forces of neo-liberalism and generic managerialism’.

Broadly speaking, however, the four main drivers identified by Hood (1991: 3) for the upswing in interest in NPM are:

i. an attempt by governments to slow or reverse growth in the public sector
ii. a shift towards privatisation and quasi-privatisation
iii. developments within automation and Information Technology (IT) related innovations in public management service delivery
iv. the development of a more international agenda, especially on issues such as public management, policy design, decision making techniques, and intergovernmental co-operation

Unsurprisingly, NPM has proved controversial and debate continuous to rage as to whether meaningful reform and change has taken place (Denhardt and Denhardt 2015). To its proponents NPM is a necessary antidote for the ills of old public administration, its political neutrality giving it credence across the party political spectrum (Hood 1995). To its critics, it is the emperor's new clothes, little more than a set of ideas that has hollowed out the public sector, increased costs by adding extra layers of management to report on targets, and merely created a self-serving elite set of public servants (Hood 1995; Rhodes 1994). Liked, loved or loathed though, NPM reforms were introduced around the world (Hardiman and MacCarthaigh 2010) and, as we shall see in subsequent sections, had major organisational and HRM implications for public sector bodies in the UK such as the BC.

4.3. The organisational and HRM implications of NPM reform

This section considers in more detail two of the four organisational trajectories outlined above, namely organisation and personnel, and how they inform this study which seeks to better understand better understand leadership behaviour in matrix structures. The trajectories were driven by the NPM agenda with the stated objective of making public sector bodies more flexible, responsive, and results based organisations' (Pollitt and Bouckaert 2004: 75).

Looking first at the organisation trajectory, re-structuring became a 'ubiquitous feature' (Pollitt and Bouckaert 2004: 81) of management reform as public sector bodies executed change programmes to find the optimal organisational structure that allowed for the appropriate amount of 'decentralisation/centralisation of authority and function, specialisation of purpose, co-ordination of activity, and delivery at scale' (ibid: 81). This view is endorsed by other scholars who observe NPM reforms triggering significant changes in the way public sector bodies were structured and the models of delivery deployed (Brown

2004; Kalay and Lynn 2016; Micheli et al 2012; O'Reilly and Reed 2010). Within this broader literature the analysis of NPM reform in context of cultural organisations by Lindqvist (2012) is particularly germane to this study on the BC, an organisation active in the culture sector. Reviewing the literature from 1990-2009, Lindqvist's findings reflect many of the NPM trajectories noted above, particularly new organisational structures (notably complex and matrix structures) and whilst the aims of such change, namely increased effectiveness and efficiency are clear, Lindqvist observes that objective scholarly evaluation of such structural changes is rare. This highlights an important deficit in knowledge and a concomitant need for independent scholarly inquiry into the implementation of new organisational structures along the lines of this study on the transition to matrix structures at the BC. It should also be noted that as useful as Lindqvist's work is, it is largely a literature review with no empirical data from primary sources having been collected or analysed. This empirical study on the BC by contrast, utilising quantitative and qualitative data from primary sources, seeks to advance knowledge on leadership behaviour in matrix structures and gain insights into 'good' matrix leadership. The study thus makes a contribution to knowledge in the field. In addition, as discussed in Chapter Three, the study also makes a practical contribution to knowledge in the field through the development of evidence-based guidelines for managers and practitioners, specifically driven by the results of the research, aimed at improving the effectiveness of matrix structures, a subject on which there is currently limited practical advice or guidance. In addition, in the narrower context of the BC the results from the study make a practical contribution in terms of informing the design of leadership development and support at the BC as well as related HR practices around recruitment, selection and job rotation for matrix leaders. Lastly, linked to the gap in the literature described above, there remains a related but as yet unresolved question, posed by Llorens and Battaglio (2010), on the efficacy of traditionally private sector HR models and solutions in public sector contexts. This the secondary aim of the study which contributes to the broader academic discourse on NPM.

Looking at the second of the two trajectories of change relevant to this study: personnel (or its more contemporary acronym HRM), it is clear that NPM reforms had an equally significant impact on those working in the public sector (Brown 2004; Llorens and Battaglio 2010; Pollitt and Bouckaert 2004; Pallot 1998; O'Reilly and Reed 2010; Vaughan-Whitehead 2013). As a number of scholars observe, when commenting on the European context since

the 2007-8 financial crisis, the pressing need to make savings and reduce public expenditure led most governments to favour quantitative adjustments i.e. mainly cuts in wages, benefits and the numbers employed in the public sector (Keller 2015; Pollitt 2015; Vaughan-Whitehead (2013).

However, beyond narrower HRM issues of pay, reward and career structures, NPM reforms also significantly altered the discourse around leadership and 'leaderism' in the public sector. 'Leaderism', as defined by O'Reilly and Reed (2010: 690), is 'an emerging set of beliefs that many core aspects of life can and should be co-ordinated by one or more individuals who give direction and purpose'. It is built on the concept of 'managerialism' i.e. practices advocated in private sector from the 1970s onwards to improve efficacy and co-ordination (Peters and Waterman 2002; Reed 2007; Pollitt 2004).

O'Reilly and Reed's (2010) work on 'leaderism' is of particular relevance to this study as it focusses on leadership and leading change in the public sector between 1997-2008, a period of NPM reform that saw significant change at the BC. O'Reilly and Reed cite data showing the number of government and public administration documents with 'leadership' in the title from 1998 to 1997 and contrast it with those from 1997 to 2008. The initial period shows a total of 124 documents on the topic of leadership; the latter 1428 suggesting a surge in interest in the field. The study also highlights emerging themes in the discourse around leadership in the public sector context, many of which overlap with the academic discourse on leadership in matrix structures as discussed in Chapters Two and Three, namely standards and accountability; devolution and delegation; flexibility and the impact of leadership substitutes such as organisational culture and size. O'Reilly and Reed (2010: 969) also advocate that leadership is as an important tool in the cascade of change; what they refer to as the 'motive force' (ibid: 967). In addition to these arguments, other research argues further that 'fundamental to improved leadership is a clearer shared understanding of what leadership behaviours work in the delivery of today's public services' (PIU 2001: 5) and the related importance of how leadership influences information flows and in turn organisational outcomes in complex public sector contexts (Gunter et al 2013). This is what O'Reilly and Reed (2010: 1079) refer to as 'leadership at all levels'. Once again, there are evident overlaps here with the literature around matrix structures and leadership behaviour discussed in Chapter Two and Three.

However, it should be noted that this body of research does not does not identify or assess leadership behaviours suggesting an apparent gap in the knowledge base. As helpful as O'Reilly and Reed's work is, similar to Lindqvist (2012) above, it largely a review of previously published works and is not based on primary data. Furthermore, it does not address the link between leadership behaviour and any of the specific structural changes discussed earlier that the NPM agenda has sought to implement, such as shifts to matrix structures, or indeed the moderating impact these structures may have on leadership as discussed in Chapter Three. There is an apparent scarcity of literature in this area providing a motive for this study on the BC. This study thus synthesises the literature around NPM and the HRM changes it triggered with the literature on leadership behaviour and matrix structures. By empirically exploring the leadership behaviours demonstrated during the transition to matrix structures in the public sector, the study advances knowledge in the field by addressing apparent gaps in the literature base and by making the practical contributions as discussed above.

Now that NPM has been defined and the organisational and HRM implications outlined which contextualise this study, it is opportune to look at the UK context in more detail and the events surrounding catalysts for change at the BC, which came in the form of NPM reforms undertaken by the New Labour government of Tony Blair (1997-2007) and the Carter Review of Public Diplomacy in 2005.

4.4. Public management reform: the UK context and impact on the BC

As in many European countries, NPM reforms have been part of the UK political agenda for many years in particular since the right of centre Thatcher government was elected in 1979 and governed until 1990. The public sector in the UK has experienced many of the traditional NPM interventions described earlier in this chapter such devolved management, the application of commercial management techniques, greater emphasis on outcomes, targets and performance measures and, in the HRM context, 'constant re-structuring, downsizing, and new initiatives' (Taylor and Kelly 2006: 633), all of which was aimed at enhancing service delivery models, leadership and management (Alonso et al 2015; Boston et al 1996; Metcalf 1993; Micheli et al 2012; Pollitt and Bouckeart 2004; Taylor 1999; Vaughan-Whitehead 2013).

As noted above, the reform agenda stemmed from party political ideas, particularly those of the Thatcher government of the 1980s, whose inherent belief in the efficiency of the private sector over its public sector cousin and related perceptions of civil service 'privilege and complacency' triggered reforms (Pollitt and Bouckaert 2004: 293). However, it should be noted that such ideas were not unique to the right wing. New Labour's ascent to power in 1997 heralded similar rhetoric around NPM and 'third way' approaches such as public-private partnerships and better performance measurement. When swept back into a second term in 2001, New Labour promised to change the relationship between the citizen and the state (Ahmad and Broussine 2003). Building on many of the traditionally Conservative ideas of private sector development and freedom, New Labour enhanced their rhetoric around quality, fairness and equity. As a result, NPM reforms continued apace including a major announcement on public sector reform in 1999 by then Cabinet Secretary, Sir Richard Wilson, to address Tony Blair's frustrations at the way the civil service operated (BBC 1999). Despite data to show that civil service numbers remained relatively stable there were ongoing calls for cuts in civil service headcount, further reform to modernise public sector bodies and a promised 'bonfire of the quangos' to reduce their number (Ahmed and Broussine 2003; BBC 2010; Pollitt and Bouckaert 2004; OECD 2013; ONS 2014).

Despite the rhetoric and flurry of reform, Conservative governments were 'not enthusiastic about mounting large scale evaluations of management reforms' (Pollitt and Bouckaert 2004: 296). New Labour was similarly ambivalent and, apart from evaluating a number of specific initiatives, showed an equal lack of interest. This study, as an empirical investigation of specific NPM initiatives and new organisational structures, therefore addresses an apparent gap in the literature and contributes to advancing knowledge in the field.

Although large scale evaluations of NPM reforms are seemingly lacking, the NPM agenda did prompt a number of reviews of the efficacy and efficiency of individual institutions. For the BC, this came in the form of the Carter Review of Public Diplomacy in 2005, the findings and recommendations of which mirrored many of the issues and challenges of the broader NPM debate i.e. an increased need for 'measuring outcomes, more accountability and stronger leadership' (Carter 2005: 4). This review, its findings, and the implications for the BC which this study seeks to explore are discussed in more detail the next section.

4.5. The Carter Review of Public Diplomacy

The Carter Review was arguably the watershed moment when the NPM reform agenda finally collided with the BC. It triggered major organisational changes including large scale restructuring; shifts in the way products and services were designed and delivered; as well as initiatives to strengthen leadership, the effects of which are still being felt over ten years later. The context of the review, its findings and the main organisational and leadership changes that came about as a result are detailed in the following paragraphs.

In 2004 the Foreign Secretary, the UK Minister in charge of the Foreign and Commonwealth Office (FCO) and Chief Secretary to the Treasury (UK Ministry of Finance) asked Lord Carter to independently review the public diplomacy efforts of the UK government and to assess effectiveness. Carter (2005: 8) defined public diplomacy as 'informing and engaging individuals and organisations overseas in order to improve understanding of and influence for the UK in a manner consistent with government medium and long term goals'. The review team found that whilst progress had been made since the previous Wilton Review in 2002 (FCO 2002) more could be done and whilst the UK had, in the BC and BBC, two 'world class' (ibid: 4) institutions they concluded that there was increased scope for more joined up working with the FCO and better leadership, direction and structures for accountability. Lord Carter endorsed the day to day operational independence of the BC. However, the review also made five key recommendations:

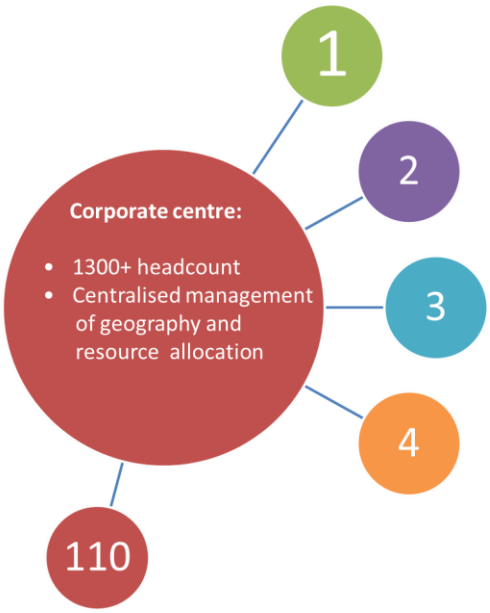
i. stronger leadership
ii. clearer objectives
iii. improved system for measuring expenditure and impact
iv. more 'urgency' and speed of response
v. ability to show flexibility (shifting resources / responding to changing priorities)

Following the publication of the report senior management at the BC initiated a number of change programmes to address the areas above. These changes can largely be classified into two broad areas: structural changes and leadership changes.

On the structural front, although the BC in 2004 had experienced limited aspects of geographical structure, it was at the time a highly centralised organisation directly managed

from the UK. One of the first developments post Carter was a process of regionalisation into 11 geographical units and a shift to 4 regional hubs for IT and finance support. In the late 2000s this network was rationalised once again to 8 regions (including the UK) with the addition of a wholly owned subsidiary in Delhi providing global finance and IT support. Both these change programmes led to re-structuring across the organisation over a period of five years from the mid-late 2000s as regions started to build up headcount and management structures to manage their geographical and product priorities alongside a reduction of headcount in the UK from over 1300 to about 800 to reflect this devolution of power (UK headcount in 2016 has since reverted back to levels of 1400 as previously seen in the mid-2000's). These changes are represented in Figures 4.1. and 4.2. below. Following the Figures, for comparative purposes, is a brief summary of the structures of French and German analogue organisations i. e. the Alliance Française and Goethe Institut.

Figure 4.1. BC Organisational Structure 2004 (summary)



Source: author

Figure 4.1. above shows a large corporate centre managing 110 country operations directly from the UK with little or no regional structure in place. Figure 4.2. overleaf by contrast shows the shift to more region working, the development of shared services and the shift to more regional management of country delivery (in effect an emerging matrix structure).

Figure 4.2. BC Organisational Structure 2016 (summary)

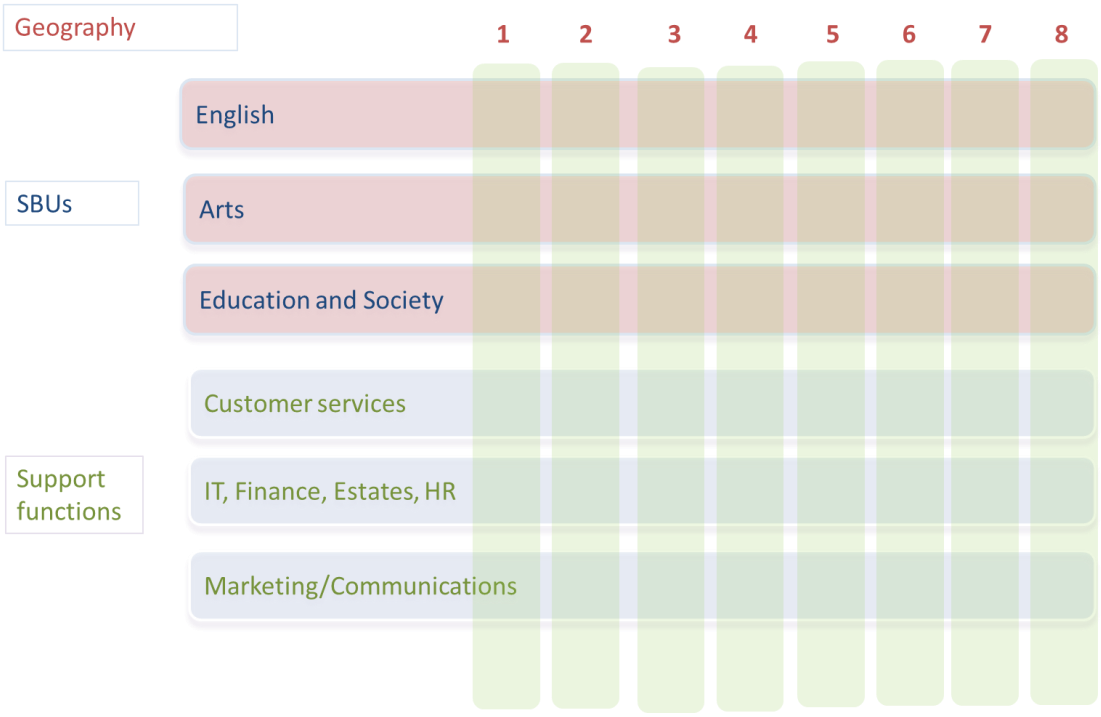
Source: author

The current BC structure is more akin to that of the Goethe Institut which combines a central head office support functions to manage 159 centres in 98 countries grouped into 13 regions (however, unlike the BC matrix which has central and regional functions, the Goethe runs all of its support functions centrally). By contrast the Alliance Française is a network of 819 affiliates institutions in 137 countries each registered and managed locally with little central oversight or regional and global support structures (Alliance Française 2015; Goethe Institut 2015). A comparative case study of the three organisations was considered at the time of research design but discounted due to lack of access in the analogue organisations, lack of equivalent knowledge of the French and German counterparts to the British Council, and also base on the time and financial constraints of the researcher.

As outlined above, in much the same way as Conservative and New Labour administrations lacked interest in mounting evaluations of their reforms (Pollitt and Bouckaert 2004), to date there has been no assessment of this new organisational structure, nor any appraisal of the extent to which it has delivered the recommendations of the Carter Review. This study, by empirically evaluating the deployment of matrix structure in the public sector not only goes someway to responding to the recommendations of the Carter Review, but also to wider academic discourse on NPM.

Alongside structural change, responding to Lord Carter's recommendation about 'stronger leadership' (2004: 4) the BC, with the espoused goal of achieving better value for money and consistency, shifted the leadership focus towards global products and large scale programmes (prior to this countries had largely been left to their own devices on product development and delivery). Portfolio management was further rationalised and re-organised in the mid-2000s and, after experimenting with outcomes and outputs and then classifying its portfolio into work areas (e.g. Creative and Knowledge and Economy), in 2010 the BC finally settled on three Strategic Business Units (SBUs): English, Education and Society, and Arts. As a result of these shifts senior leadership and team roles were introduced for each SBU globally and regionally. Similarly, senior posts were created for shared support functions and products. Thus, alongside the structural changes noted above, new leadership roles emerged when a matrix structure was formally adopted in 2012 as the best way of managing the various components of the organisation i.e. the SBU's, the geographical network, and the various support functions. Whilst there had always been some elements of matrix working in the organisation, the new structural approach explicitly identified the matrix as the way in which the organisation would 'do its business'. This matrix is shown in Figure 4.3.

Figure 4.3. BC Matrix Structure 2012-2016 (summary)



Key: 1 = corporate HQ driving global strategy; 2-8 = geographical regions: 2 = EU Europe, 3 = Wider Europe, 4 = Middle East North Africa, 5 = South Asia, 6 = Sub-Saharan Africa, 7 = East Asia, 8 = Americas

Source: author

Similar to the arguments postulated above, there has been no evaluation of these organisational or structural changes introduced post Carter to assess whether the explicit recommendation in the Carter Review (2005: 4) of 'stronger leadership' and more effective service delivery at the BC have been achieved. In the same vein, there has been no evaluation of leadership effectiveness in the matrix structure that was formally adopted in 2012.

Other UK government reports, although not direct reviews of the BC's structure or leadership, have highlighted similar concerns to those raised by Lord Carter. A National Audit Office (NAO) and Public Accounts Committee (PAC) review of the BC in 2007-8 endorsed Carter's findings around lack of clarity of purpose and inconsistency of service as the organisation struggled with regionalisation and delivering multiple change projects simultaneously. The NAO also cited a 'lack of clarity about the ownership of global and regional products' (NAO 2008: 16) as a key recommendation, suggesting ongoing challenges

with the implementation of the matrix structure adopted at the BC. Similar themes were echoed in the more recent 2014 FCO Triennial Review of the BC, which again although not a review of structure and leadership per se, emphasised anxieties in both areas, arguing that the SBU's were still 'work in progress' (FCO 2014: 34). Going further than the NAO, the FCO report also concluded that 'capability, organisational structure and lack of clarity around roles and accountability needed to be addressed' (FCO 2014: 139). This study therefore makes a contribution in this regard, and also to wider debates on NPM.

4.6. Conclusion

Clearly, the NPM agenda has had a major impact on UK public sector bodies, the BC included, and the way in which they are structured and led. Whilst there is a substantial body of literature on the NPM debate, gaps remain in the evidence base. Little work has been undertaken on the leadership implications for public sector bodies which have experienced structural shifts as a result of NPM reforms e.g. a shift to matrix working. Nor has there been scholarly inquiry of the leadership behaviours demonstrated during these shifts in the public sector. This study, by empirically exploring leadership behaviour in the context of a matrix structure at the BC, seeks to specifically address both these gaps. The BC is a particularly interesting context in which to conduct this study for a number of reasons as outlined above. Firstly, the BC is an organisation that has gone through significant changes as a result of NPM reforms, none of which have been assessed in any meaningful way. Secondly, as the matrix was only formally adoption in 2012 the evolutionary aspect of its deployment is effectively live and therefore a fertile ground for research on leadership behaviour during change. Thirdly, as a Non-Departmental Public Body (NDPB), the BC has always sat somewhere between a purely public and purely private sector organisation and is thus an interesting milieu in which to search for insights into the relevance and efficacy of traditionally private sector HR solutions in the public sector. Lastly, the BC is also a fertile research environment as it is an international matrix organisation where scholarly research on leadership behaviours is currently limited. The research findings therefore make an important contribution to the knowledge base, not just on NPM but also on matrix structures and leadership behaviour. If, as Pallot (1998: 1) states, the aim of NPM is 'deliberate changes to the structures and processes of public sector organisations with the objective of getting them (in some sense) to run better', now is the perfect time to investigate these issues in the

context of leadership behaviour during the transition to a matrix structure at the BC.

Chapter Five – Research Methodology: Approach and Instruments

5.1. Introduction

'What to include in the domain of essential leadership should be explored with empirical research, not pre-determined subjective judgements'

Yukl (2010: 26)

The previous chapters sought to outline the main ideas stemming from the review and synthesis of the literature on matrix structures and leadership behaviour as well as describing the research context. This chapter describes the methodological approaches adopted to investigate the research questions and the rationale for their selection. This chapter is important as it provides evidence on the overarching methodological framework, crucial to justifying the reliability and validity of the study. The chapter starts by defining some key terms related to business research methods and provides an overview of the research paradigm and methodological approach selected. It then defines the research population, data sources, and the selection of the research sample. The chapter subsequently concludes by outlining the research instruments selected to gather the data including an appraisal of the alternatives considered and a justification for those being utilised. A description of the main stages of the fieldwork is covered separately in Chapter Six.

5.1.1. Business research: purpose and definition

According to Zikmund (1984: 5) the purpose of business research is 'the systematic and objective process of gathering, recording, and analysing data for aid in making business decisions'. Further, that applied research, such as this study, is to 'answer questions about specific problems or to make decisions about a particular course of action or policy decision' (ibid: 6). Business research is one of a number of tools that can contribute to an evidence based approach to running organisations which, for the purposes of this study, is defined as an approach that seeks to improve management practice through the systematic use of knowledge and insights from local context (Briner et al 2009; Olivas-Luján 2015; Pfeffer and Sutton 2006a, 2006b; Reay et al 2009; Rosseau 2006).

A generally accepted definition of research design is a 'framework for the collection and analysis of data' (Bryman and Bell 2011: 40). Similarly, research methods are delineated as techniques 'for collecting data that can involve a specific instrument, such as a self-completion questionnaire or a structured interview, or participant observation whereby the researcher listens to and watches others' (ibid: 41). There is no single best or correct research design or method; rather those selected need to be evaluated against a range of possible methods to justify why they are the most appropriate to address the research questions posed. As Miles et al (2014: 9) observe 'as pragmatic realists, we no longer adhere slavishly to one particular philosophical approach. The data-analytic methods and techniques we've employed over the years have been a little bit of this and a little bit of that, used on an as needed basis'. This view is shared by other scholars such as Zikmund (1984: 43) who comments that 'a research method is not like the solution to a problem in algebra. It is more like a recipe for beef Stroganoff; there is no single best recipe'.

Prior to summarily examining the methodological approach selected for this research, it is valuable to briefly recap the research aims, objectives and questions of the study.

5.1.2. Research aims, objectives and questions

As outlined in Chapter One, the essence of this study is to better understand leadership behaviour during the transition to a matrix structure in the context of an international public sector organisation. The objective of the research is to investigate the behaviours demonstrated, patterns thereof, and the way in which those perceived as 'good' matrix leaders may switch behaviours. These aims and objectives are operationalised into three research questions:

1. *What are the leadership behaviours demonstrated during the transition to a matrix structure?*
2. *Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders?*
3. *To what extent do those perceived as good matrix leaders switch behaviours during the transition to matrix structures?*

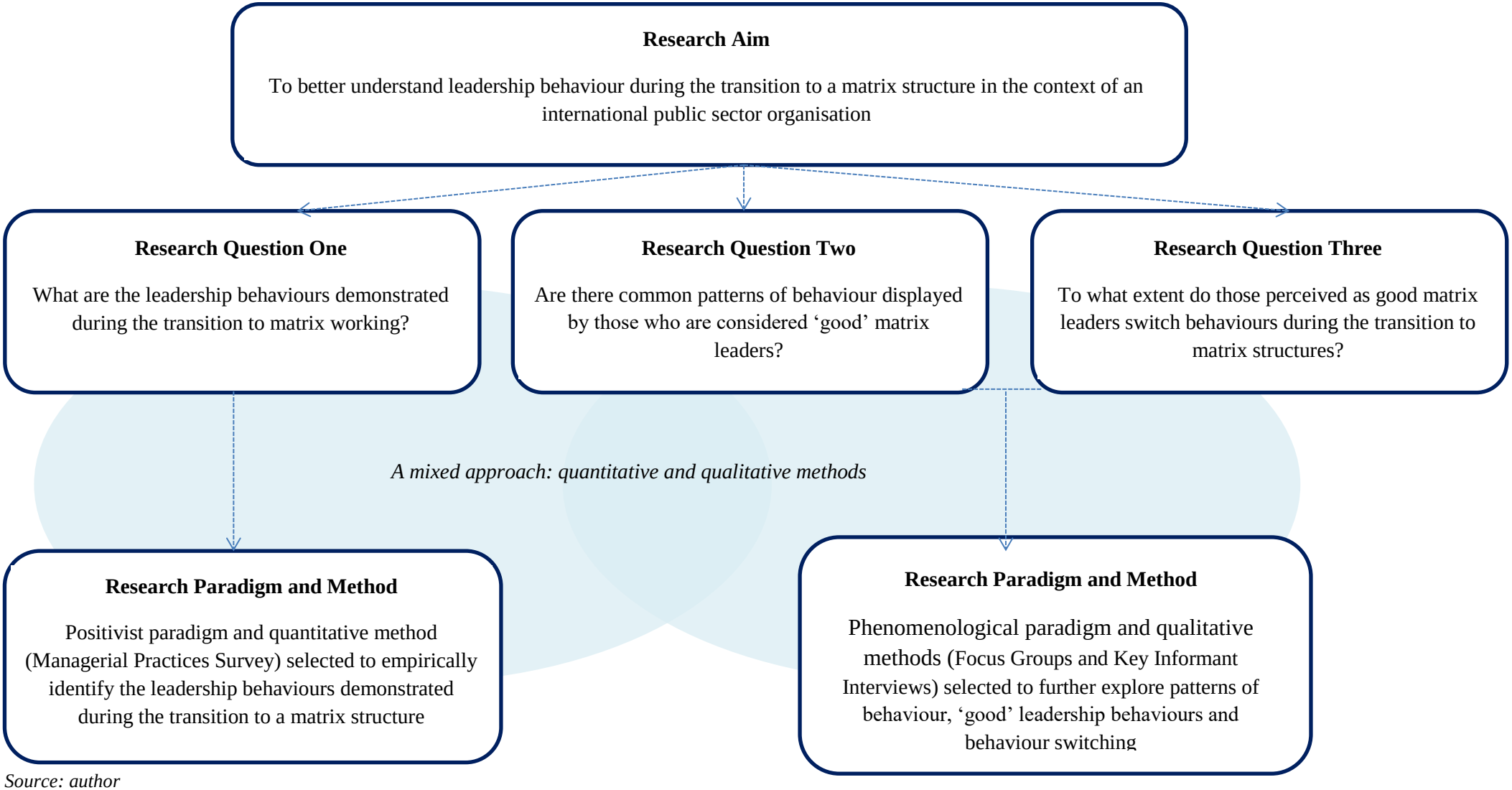
As demonstrated in Chapters Two and Three, this study addresses gaps in the knowledge base and makes an empirical contribution to what is known in the fields of matrix structures and leadership behaviour. This in turn seeks to make a theoretical contribution to the knowledge base by synthesising ideas in both areas. The study also seeks to make a practical contribution to advancing understanding on leadership behaviour and matrix structures through the development of evidence based guidelines for leaders working in such contexts and, in the narrower confines of the BC, the findings informing wider HR practices in recruitment, selection, training and rotation at the BC. In addition, the study, by using particular combination of research instruments strives to make a methodological contribution. It is with these aims and questions in mind, that approaches and methods to operationalise the study were contemplated and evaluated. A summary of the research paradigm, methods being utilised and rationale for their selection is the subject of the following section.

5.2. Research paradigm and methodological approach

5.2.1. Research paradigm: the rationale for a mixed methods approach

When assessing research paradigms for this study both positivist and phenomenological paradigms were considered (Bryman and Bell 2010; Miles et al 2014; Saunders et al 2012; Zikmund 1984). This evaluation process included an extensive investigation of relevant works, especially those focussed on matrix structures (Bartlett and Ghoshal 1990; Burns 1989; Burns and Douglas 1993; Ford and Randolph 1992; Galbraith 2009, 2013; Larson and Gobeli 1997; Sy 2013; Wellman, 2007) and in the field of leadership behaviour (Fleishman 1953; Halpin and Winer 1957; Katz et al 1950, 1951; Kim and Yukl 1995; Yukl 1997, 1999, 2010, 2012; Yukl and Taber 2002). This review was done in conjunction with a review of the research aims and objectives. As a result, a mixed methods approach drawing on both positivist and phenomenological paradigms and, in turn, quantitative and qualitative methods was selected. This is summarised in Figure 5.1. Following the graphic is a synopsis of the rationale for the methods selected.

Figure 5.1. Conceptual Map of Research Aims, Questions, Methods and Desired Outcomes



Source: author

The rationale underpinning this mixed methods approach is as follows. Firstly, in the field of matrix structures, as discussed in Chapter Two, early academic endeavours focussed largely on the adoption and abandonment of matrix structures and the arguments for and against their deployment in organisations (Burns 1989; Burns and Douglas 1993; Davis and Lawrence 1978; Ford and Randolph 1992; Joyce, 1986; Larson and Gobeli 1997). These studies tended to pose 'what' and 'how many' questions such as: has a matrix been used in the organisation? If so, how many times? What are the determinants of its adoption and abandonment? Appropriate to such research questions, more positivist paradigms and quantitative approaches were deployed such as univariate and bivariate statistical analysis of survey responses. Given that question one of this research study seeks to answer a similar 'what' question, namely 'what are the leadership behaviours demonstrated during the transition to a matrix structure?' it seems plausible to deploy a similar positivist paradigm and quantitative method to help answer research question one.

Correspondingly, in the field of leadership behaviour, it is evident that quantitative approaches significantly influenced the development of various taxonomies of leadership behaviour, from the early Michigan and Ohio University models (Fleishman 1953; Halpin and Winer 1957; Hemphill and Coons 1957; Katz et al 1950, 1951; Katz and Kahn 1952) to later taxonomies, including Yukl's taxonomy which is being deployed in this study (Kim and Yukl 1995; Yukl 1997, 1999, 2010, 2012; Yukl and Taber 2002). These studies utilised positivist paradigms and quantitative methods such as factor and regression analysis of survey data to establish correlations between, and in turn develop meta-categories of, leadership behaviour. Since this study seeks to extend this body of knowledge in the context of matrix structures, a further rationale exists to deploy a positivist paradigm and quantitative method (the MPS) to answer research question one.

However, as useful as positivist paradigms and quantitative approaches such as scale surveys of leadership behaviour have been in advancing knowledge in the field, they are not without limitations or critique. As a number of scholars contend, to more fully explore complex social phenomenon and answer 'why' and 'how' questions, quantitative methods need complementing with more qualitative approaches such as case studies, interviews and participant observation (Bryman et al 1988; Miles et al 2014; Saunders et al 2012). Leadership behaviour is itself a complex phenomenon (Kaplan 1988) hence a rationale exists

to complement the positivist paradigm and quantitative approach of the MPS with a more qualitative approaches set in the broader phenomenological paradigm.

Yukl (2010: 129) himself endorses such mixed methods approaches, noting that studies relying on quantitative surveys alone 'miss the opportunity to examine a wide range of behaviours or to collect rich descriptive information about leadership behaviour'. He advocates greater use of qualitative and narrative methods such as observation, interviews, and intensive case studies, arguing that as 'each method has its limitations, it is desirable to use multiple methods' (ibid: 79). As the objective of research questions two and three is to better understand the patterns of leadership behaviour and explore perceptions of 'good' leadership in matrix structures, a further justification exists for a mixed methods approach i.e. complement the quantitative method of the MPS with qualitative methods to explore the 'why' and 'how' of leadership behaviour in matrix structures (what is often referred to as 'sense making' Dervin 1998; Langley 1999; Watson 1995). Thus, a rationale exists for deploying Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) to gather data to address research questions two and three.

Lastly, when considering research approaches for this study, the evolutionary nature of the transition to matrix structures was also an important consideration. Whilst debates on organisational change are beyond the scope of this study, some of the insights in the literature on organisational change are germane (Brown and Eisenhardt 1997, Dunphy 1993; Dunphy and Stace 1988; Eisenhardt 1989, Goldspink and Kay 2010; Langley 1999; Pettigrew 1992, 2001; Todnem 2005; Wilson 1992). These academic works tend to be set in phenomenological paradigms and favour qualitative approaches such as case studies, interviews, and participant observation in order to explore the complex ways in which people lead, manage and respond to change. A further argument therefore exists to utilise qualitative methods to garner a richer, more holistic view of the patterns of leadership behaviour and explore perceptions of 'good' leadership within matrix structures.

The research instruments used in this mixed methods study (the MPS, FGDs and KIIs), a synopsis of their benefits and limitations, and a more detailed rationale for their selection, are described in greater depth in section 5.4. below.

5.2.1. Research method: the rationale for adopting a case study method

Based on the literature review and appraisal discussed above, a mixed methods case study method was adopted as the overarching method. This section defines some key terms associated with case study research and explains the rationale for its selection as the research method for this project.

Prior to describing the case study method, however, it is important to clarify a change in approach since the original research proposal was submitted in 2014. Although earlier iterations of the research design envisaged a case study being used to develop an emerging model of leadership behaviour, a further review of the literature revealed a preferable option which was to extend the use of an existing research instrument (Yukl's MPS) for this study. This change occurred for three reasons. Firstly, the Yukl taxonomy provides a comprehensive categorisation of leadership behaviours as discussed in Chapter Three and is thus particularly germane for use in this research. Secondly, the taxonomy has attracted widespread support in the extant literature as a means of identifying and measuring leadership behaviour which further enhances the validity of the findings. And thirdly, due to the relative experience of the researcher, on reflection the notion of developing a new model of leadership behaviour was felt to be over ambitious.

The use of exploratory case studies in social sciences arises as a result of 'the desire to understand complex social phenomenon' (Yin 2014: 4). For the purposes of this research 'exploratory' is defined as research 'conducted to clarify the nature of problems; to gain a better understanding of the dimensions of the problems' (Zikmund 1983: 8). Exploratory research is 'a valuable means to ask open questions to discover what is happening and gain insights about a topic of interest' (Saunders et al 2012: 171). A 'case study' in this context is defined as 'an empirical inquiry that investigates contemporary phenomenon (the 'case') in depth and within its real-world context' (Yin 2014: 16).

In light of Yukl's (2010: 129) observation that leadership behaviours 'interact in complex ways and leadership effectiveness cannot be understood unless these interactions are understood', a rationale exists for the use of the case study in this research. Furthermore, as Yin (2014) contends, case study research is the preferred method in circumstances where the researcher has little or no control over behavioural events, and the focus of the study is on

contemporary phenomenon i.e. ongoing observable facts and events. Given the focus of this research project, a clear rationale therefore exists for a case study approach. Prior to selecting a case study method, however, a range of alternative options were evaluated. This appraisal is summarised in Table 5.1 below. Following the table is a brief précis of the benefits and limitations of case study research as well as a synopsis of measures by which the limitations can be minimised.

Table 5.1. Summary Appraisal of Alternative Research Methods

Option	Brief description	Rationale for selection/non-selection
1. Laboratory experiment	A research method that seeks to explore links between variables (Byman and Bell 2011)	**Discounted** on the grounds of appropriacy and practicality. As discussed in previous chapters this study seeks to explore a complex phenomenon during a transition not correlations between variables, a laboratory experiment thus not appropriate. In addition, discounted on the grounds of practicality and costs in light of the location of the researcher and the research subjects
2. Action research	A research method which attempts to solve a problem (Coghlan and Brannock 2010; Shani and Pasmore 1985)	**Discounted** on the grounds of relevance: this study is not seeking to solve a problem but rather to gain insights about a complex social phenomenon viz. leadership behaviour in matrix structures
3. Ethnography	A research method where the researcher embeds him or herself in the sample group to understand a particular phenomenon (Cunliffe 2010)	**Discounted** on the grounds of practicality and costs given the location of the researcher in one location and the research subjects who are spread across the globe
4. Grounded Theory	A research method where theory is developed via the collection of data from observation and interviews using an inductive approach (Glasser and Strauss 1967)	**Discounted** on the grounds of relevance and experience of researcher: this study is not seeking to build a theory but rather test an existing taxonomy (Yukl's taxonomy of leadership behaviour) in a new context (matrix structure/public sector)

5. Case study method	A research method used to explain how or why a social phenomenon works in a given context (Yin 2014)	**Selected** on the grounds of appropriacy for the research aims and objectives; relevance to the topic being investigated, practicality in the geographical context of the research sample, and conceptual fit

Source: author

There is consensus among scholars that valuable insights can be gained from inductive methods such as case study research (Eisenhardt 1997; Langley 1999; Locke 2007). The use of such methods in business research is also widely supported in the literature (Dul and Hak 2008; Gibbert et al 2008; Johnston et al 2000; Meyer 2001; Marschan-Piekkari and Welch 2011; Miles et al 2014; Saunders at al 2012; Vissak 2010). Similar to all research methods though, case study research has a number of perceived benefits and limitations as summarised in Table 5.2.

Table 5.2. Summary of Benefits and Limitations of Case Study Research

Benefits	Limitations
i. Spot light and focus: case studies allow for in-depth analysis of a particular phenomenon ii. Access: case studies can provide research on phenomena not easily studied otherwise iii. Innovation: case studies can provide insight into new theories and concepts and provide a spring board for future research iv. Richness: case studies can draw on data from multiple sources to provide an accurate and vivid picture of the phenomena being studied v. Contextualisation: case studies can provide insights in particular locales	i. Perceived as lacking in rigour compared to other methods such as laboratory experiments ii. Generalisability of findings: especially in relation to single case studies in a unique setting, results are arguably hard to generalise iii. Replication of research: it can be difficult to assess validity and reliability of case study research due to challenges in re-creating the conditions of the original case iv. Issues of cause and effect: case study research can be perceived as limited in identifying and matching variables

	v. Researcher bias: researchers may arguably be too close to the subject (e. g. may infer meaning where it does not exist)

Source: adapted from Bryman and Bell 2011; Eisenhardt 1989; Locke 2007; Miles et al 2014; Saunders et al 2012; Yin 2014; Zikmund 1984

In response to the limitations described above, scholars have produced a robust defence of the case study method and postulated a range of measures by which the impact of many of these limitations can be minimised. A summary of this defence and related measures is outlined in Table 5.3. The research process for this case study and an explanation of how these measures have been adopted in this project to ensure rigour is covered in Section 5.4.

Table 5.3. Summary of Measures to Address Limitations of Case Study Research

Limitation	Measures to Address Limitations	Citation
Lack of rigour	i. Ensure rigour of techniques being used as part of the case study method e. g. interviews, focus groups ii. Ensure precision of data collection iii. Maintain chain of evidence iv. Get participants to review data they have submitted e. g. interview transcripts	Bruns 1989; Luck et al 2006; Yin 1981a, 1981b, 1994, 2000, 2014
Generalisability (often referred to as external validity)	i. Synthesise data between cases to further support findings ii. Ensure representative sampling to enhance robustness of findings iii. Closed question surveys to allow for aggregation of results between cases iv. Ensure explanations are congruent with results	Barth and Thomas 2012; Bryman and Bell 2011; Yin 1981a, 1981b, 1994, 2000, 2014; Yin and Heald 1975
Replication	i. Maintain precise case study database including notes from every aspect of the collection process	Gibbert et al 2008; Yin 1981a 1981b, 1994, 2000, 2014
Issues of cause and effect (often referred to as	i. Ensure clear research designs which highlights any causal effects to be tested ii. Ensure clear and precise coding and categorisation of results	Gibbert et al 2008; Yin 1981a 1981b, 1994,

internal validity)	iii. Pattern matching – examining how closely empirically observed results are with predictions iv. Ensure triangulation of data by seeking multiple perspective	2000
Researcher bias	i. Integrate different research strategies ii. Use multiple data collection methods iii. Use multiple sources of evidence	Bruns 1989; Luck et al 2006; Yin 2000, 2014

Source: adapted from Barth and Thomas (2012); Bruns (1989); Bryman and Bell (2011); Gibbert et al (2008); Luck et al (2006): Yin (1981a, 1981b, 1994, 2000, 2014); Yin and Heald (1975)

Having outlined the case study method being employed has been outlined, it is opportune to review the sources of data and address the crucial issue of defining the research population and research sample. These issues are critical in order to demonstrate the representativeness of the sample to the organisational population, the validity and generalisability of the findings and are addressed in the next section.

5.3. Data sources, population and sample

5.3.1. Data sources

This research is a single case study drawing on data from the BC, the organisation where the researcher is currently employed. As described briefly in Chapter One, the BC was founded in 1934 to promote a wider appreciation abroad of British culture. It is registered as a charity in the UK and is a non-departmental public body (NDPB) of the UK Foreign and Commonwealth Office (FCO). It currently has a turnover of £1.1bn (£158m of which is government grant) and 8,700 staff working in over 100 countries around the world (Source: BC Corporate Plan 2016-20, BC Annual Report 2014-15).

As Yin (2014: 119) astutely observes, 'a major strength of case study data collection is the opportunity to use many different sources of evidence'. For this study, both primary and secondary sources are utilised. The primary sources of data collection are derived from the Managerial Practices Survey (MPS), Focus Group Discussion (FGDs) and Key Information Interviews (KIIs) and a comprehensive evaluation of how these instruments were selected is in section 5.4. below. The primary sources are complemented for triangulation purposes by secondary sources which include a range of documents from the BC such as Corporate Plans,

Annual Reports, HR data, internal financial and non-financial data, and organisation charts, as well as publicly available government records published by the Foreign Affairs Committee and Public Accounts Committee of the UK parliament.

5.3.2. Population and sampling

When considering the issue of sampling, both random and non-random (also referred to as non-probability sampling) approaches were evaluated. After careful review, non-random sampling was selected for a number of reasons.

Firstly, of the 8000 people working for the BC not all are involved in matrix working i.e. reporting to two or more senior managers or working as part of multiple teams as described in Chapter Two. Consequently, some members of the organisational population are not an appropriate source from which to collect data for research questions on leadership behaviour in matrix structures. Random sampling of the organisational population was thus deemed not appropriate as those not directly affected by matrix working are unlikely to have the insights needed to inform the research questions.

Within particular work groups and teams, however, there are members of the organisational population greatly affected by the matrix structure deployed by the BC and who therefore compromise a more relevant sampling frame for the research. As various scholars remark, non-random sampling is more appropriate when certain members of the target population, due to their position or roles within the organisation, have insights on the topics under investigation (Bryman and Bell 2011; Saunders et al 2012; Zikmund 1984). Saunders et al (2012: 281) further contend 'to answer your research questions and to meet your objectives you may need to undertake an in-depth study on a small number of cases, perhaps one, selected for a particular purpose. This sample would provide you with an information rich case study in which you explore your research question and gain theoretical insights'. Thus non-random sampling was selected for this study.

In terms of defining the sampling frame, and in turn an appropriate sample size, internal BC HR data was used. This data demonstrated a global headcount of 8700 staff at the BC of which some 450 are employed overseas in regional leadership and management roles within business units or professional services such as HR, finance, IT, and marketing. A further 200

are employed in senior country level management overseas with an additional 200 in similar roles in the UK based head office. Given the organisational context and structure described in Chapter Four, this group of 850 people represents the organisational population who are most heavily involved in matrix working and in turn likely to have insights required to help answer the questions posed in the study. Assessing what proportion of this organisation wide population represents a statistically significant number is, however, a challenge. As Bryman and Bell (2011: 187) note 'most of the time decisions about sample size are affected by considerations of time and cost'. As this study is being conducted by one individual with limited time and funds, it is unrealistic and arguably unnecessary to include everyone in the study. Rather a representative sample should provide the requisite insights (Bryman and Bell 2011; Saunders et al 2012; Zikmund 1984). Sample size was thus operationalised by selecting three of the eight regions of the BC's global network: Middle East and North Africa (MENA); Sub-Saharan Africa (SSA); and South Asia (SA) regions. The rationale for selecting these regions and arguments for representativeness to the overall population is as follows.

Firstly, these regions represent around 50% of the global network in terms of numbers of countries and 40% of regional and senior country posts, thus providing a representative sample of the organisational population globally. Secondly, when compared to other regions, the three selected have more mixed business portfolios and therefore arguably experience more aspects of matrix working. Thirdly, the three regions selected represent a mix of large, medium and small operations which makes them ideal to garner insights about the matrix structure currently deployed at the BC. Lastly, these regions are very diverse culturally which, although not a primary research aim, may provide some interesting insights on how the matrix is viewed by different national or regional grouping.

Data on the overall headcount of the MENA, SA and SSA regions, and the sample sizes selected for each research instrument is summarised in Table 5.4. Following the table is a brief precis of the rationale for the sample selection and size.

Table 5.4. Population and Sample Size by Region

	MENA	SA	SSA	Total
Total headcount	1375	1035	614	3024
Managers in roles requiring matrix working (the target population)*	125	124	89	338
Sample size for MPS (as % of target population)	75 (60%)	75 (60%)	55 (60%)	205 (61%)
Sample size for FGDs (as % of target population)	6 FGDs with participants grouped by job type and region within the matrix (regional leadership, country leadership, and professional services). 10 participants per focus group			60 (18%)
Sample size for KIIs (as % of target population)	6 KIIs overall, 2 interviews per job type within the matrix (regional leadership, country leadership, and professional services)			6 (2%)

Source: author based on BC Global HR data

**the BC operates a pay band system: pay band 1 is the lowest, 10 the highest. Those at pay bands 7 and above are most often involved in matrix working i.e. they have an in-country line manager with a regional or UK SBU counterpart. They are therefore classified as within the matrix and part of the target population for the purposes of this study.*

In addition to the arguments outlined above, the sample size was informed by considerations of the desired level of precision and confidence for quantitative research as postulated by a number of scholars (Bartlett et al 2001; Cochran 1977; Hashim 2010; Israel 1992). As the table above shows, the sample size of 205 people participating in the MPS is 61% of the target population in the three target regions and represents 24% of the 850 people in the organisational population involved in matrix working. This sample of 205 is comfortably larger than the 166-170 advised by Bartlett et al (2001) for a population of 800-900, assuming a margin of error of 0.3 and an alpha value of 0.1 (i.e. a 99% confidence level). This further supports the argument that the sample is both robust and representative of the organisational population.

For the FGDs, the rationale for their deployment is explained in detail in Section 5.4. below. In brief however, their selection based on a six-fold justification from various scholars (Bryman and Bell 2011; Collis and Hussey 2013; Kitzinger 1994, 1995; Krueger and Casey 2014; Morgan 1996, 1997; Saunders et al 2012; Stewart and Shamdasani 2014) as below:

i. appropriate when seeking more qualitative data and insights
ii. complementary to survey instruments
iii. help clarify and define issues
iv. help triangulate other findings
v. help gain data from participants who may not be comfortable one-on-one
vi. cheaper than in-depth individual interviews

Determining sample sizes for FGDs is more challenging as similar quantitative guidance and published tables are scarce. Broadly speaking, scholars advocate 4-6 focus groups per topic as being sufficient (Morgan 1996) or 3-4 per type of participant (Krueger and Casey 2015) to prevent 'saturation' i.e. the point at which little or no further insight can be derived (Kitzinger 1994, 1995; Krueger and Casey 2015; Morgan 1996, 1997). For non-commercial focus groups 6-10 participants per group is advisable (Krueger and Casey 2015; Kitzinger 1995; Morgan 1997). For the purposes of this study 10 people were approached to participate in each group. However, given conflicting schedules and time differences across the various countries, it was expected that 6-7 people would take part. The approach being taken for this study is, in light of the academic arguments above, therefore in line with the relevant underpinning literature.

In terms of selection of the FGD participants, people were chosen based on their relevance to the research topic. This approach is seen as robust by a number of academics (Kitzinger 1994; Krueger and Casey 2015; Morgan 1997) who advocate for the use of purposeful sampling i.e. selection of groups that can provide insight to the topic under discussion. Krueger and Casey (2015) further advise that whist some degree of random sampling may be utilised, it advisable to select participants 'characterised by homogeneity' (2015: 81) i.e. those that have something in common. This, they argue, not only encourages participation and promotes sharing within the group, but also generates better insights. This assessment is reinforced by other scholars (Kitzinger 1994, 1995; Morgan 1996) who advocate for the use of 'naturally occurring groups' (Kitzinger 1995: 331). Thus, for the purposes of this study, and in order to get a mix of views from across the matrix structure, 6 FGDS were selected overall. Two Focus Groups were set up in each region by job type as follows: regional leadership, country leadership, and professional services. Further, to help with creating homogenous groups and to encourage participation, each FGD was composed of colleagues from the same region who were familiar with each other. Lastly, to further the

representativeness of the sample, both male and female participants were selected from participants were selected from a range of small and large operations and from a mix of nationalities and contract types. To strengthen the objectivity and robustness of selection, the sample was drawn up in conjunction with colleagues from HR in each region. In light of the academic discourse outlined, this sample is posited as sufficient, robust and representative.

In terms of the Key Informant Interviews, challenges similar to those outlined above present themselves. For the purposes of this study, 'Key Informant Interviews' (KIIs) are defined as interviews that are qualitative in nature and conducted with a 'select group of individuals who are likely to have needed information, ideas and insights on a particular subject' (Kumar 1989: 1); in effect those who are considered natural observers the phenomenon being researched (Tremblay 1957). KIIs are commonly used in social science research, the rationale for their deployment as a data collection method being fivefold (Kumar 1989: 1):

i. when general descriptive information is required
ii. when understanding of key motivations and attitudes is required
iii. when quantitative data gathered through other methods requires interpretation (in the context of this study the quantitative MPS study conducted during Phase 1 of the fieldwork)
iv. when the primary purpose of the study is to generate suggestions and recommendations (i.e. the applied nature of this study on the BC)
v. when preliminary studies are needed for the design of a comprehensive quantitative study

Similar to FGDs, when determining sample sizes for KIIs, 'saturation' is once again the principal consideration (Crouch and McKenzie 2006; Guest et al 2006; Mason 2010; Morse 2000). The point at which saturation is reached varies according to the scope and nature of the study but the number of interviews required is likely to be less than 20 for most research projects (Crouch and McKenzie 2006). In light of the time constraints of the researcher and the arguments above a sample size of six key informant interviews overall was selected. As with the FGDs, for the KIIs both male and female participants were selected from a range of small and large operations and from a mix of countries and contract types to ensure a broad range of insights could be garnered.

More specifically, when selecting key informants, the most important consideration is that participants should 'possess an intimate knowledge of the subject on which they will be interviewed' (Kumar 1989: 8). The researcher should select interviewees with due care and provide a rationale for including or excluding any particular group (Kumar 1989, Kumar et al 1993). In addition researchers should choose a diverse mix of people to ensure the sample is representative and select interviewees who can articulate the views of the target group (McKillip 1987). For this study, participants were selected based on a five-fold rationale as outlined by Tremblay (1957) and Burgess (1989) i.e. participants should be chosen based on:

i. their role in community: their formal role should expose the informants to the kind of information being sought by the researcher
ii. their knowledge: in addition to having access to the information desired, the informants should have absorbed the information meaningfully
iii. their willingness: the informants should be willing to communicate their knowledge to the interviewer and to cooperate as fully as possible
iv. their communication skills: the informants should be able to communicate their knowledge in a manner that is intelligible to the interviewer
v. their impartiality: key informants should be objective and unbiased; any relevant biases should be known to the interviewer

In light of above arguments, the following criteria were developed and deployed for selecting the key informants for this study:

i. a representative mix of people across the three sample regions MENA, SSA, and SA i.e. male and female participants, a mix of ages, and role types: regional leadership, country leadership, professional services
ii. people whose roles give them unique insights into matrix working at the BC
iii. people with extensive experience of matrix working at the BC
iv. a mix of long standing BC employees and those relatively recently joined from other private or public sector matrix organisations

Overall, this approach was felt to be both robust and representative. As with Phase 2 sampling, in order to further strengthen objectivity and support the representativeness of the research samples, the researcher worked with HR colleagues in each region to draw up the list of participants. A full list of the sample for the FGDs and KIIs are in Appendices 8 and 11 respectively.

A major tenet of case study research is to collect data by multiple methods to ensure robust triangulation i.e. to corroborate and augment evidence collected from other sources and methods (Bruns 1989; Luck et al 2006; Yin 1994, 2000, 2014). This issue is addressed in the next section which describes in detail the research instruments being deployed within the overall case study approach to gather primary data from the sample described above.

5.4. Research instruments

This section describes in detail the research instruments deployed to gather data to answer the research questions. As Yin (2014: 120) advocates the use of multiple approaches is preferable, allowing the researcher to address a broader range of issues and, most importantly develop 'converging lines of enquiry'. Table 5.5. overleaf summarily outlines the research instruments adopted for this research study including an appraisal for those selected.

Table 5.5. Summary of Data Collection Instruments: Options Analysis and Selection

Research question / purpose	Research instruments (options and definitions)	Benefits:	Limitations	Decision	Citations
Question 1: What are the leadership behaviours demonstrated during the transition to a matrix structure?	**Survey**: 'the structured collection of data from a sizeable population' (Saunders 2012: 682) This study utilises Yukl's MPS to empirically test the Yukl taxonomy of leadership behaviour in the context of the matrix structure at the BC. Sample size: 205 surveys across MENA, SSA, and SA regions (distributed to cover 60% of the target population in each region)	i. Cost effective: data can be collected from a large sample in a relatively inexpensive way ii. Extensive: data can be collected from a large group with the same instrument iii. Flexible: can be designed to meet the research aims and questions iv. Scientific: provides a good platform for quantitative data analysis v. Yukl's survey and taxonomy is widely supported in the literature (i.e. empirically tested and validated – see Chapter 3, Table 3.6.)	i. Response rates can be low ii. Construct validity: does the survey test what it is designed to test? iii. Ambiguity of items: do respondents understand and therefore correctly answer the question? iv. Response bias/error: in fixed response formats accurate judgments may be hard to make or recall; people may also have response bias due to like/dislike of the subject on which they are responding v. Inadequacy: surveys do not always capture complex phenomenon such as emotions, feelings	**Selected** on the grounds of appropriacy to the taxonomy and previous empirical support (see Ch. 3, Table 3.6.)	Bell (2014); Bryman and Bell (2011); Collis and Hussey (2013); Kim and Yukl (1995); Saunders et al (2012); Yukl (1997, 1999, 2010, 2012); Yukl and Taber (2002); Zikmund (1984)

	Laboratory test: 'the control of a research situation so that causal relationships among variables may be established' (Zikmund 1984: 201)	i. Control of the environment: seen as more scientific by some as extraneous factors are removed ii. Can help understand cause and effect between variables iii. Standardisation of procedures makes replication easier	i. Unrealistic approach in many research contexts ii. Findings may be hard to generalise iii. Challenged on grounds of practicality given researcher remoteness iv. Artificial conditions may produce unnatural behaviour (findings may therefore hard to generalise)	**Discounted** on the grounds of practicality	Bell (2014); Bryman and Bell (2011); Saunders et al (2012); Zikmund (1984)
	Critical incident research: defining 'human activity where the consequences are sufficiently clear as to leave the observer with a clear ideas as to their likely effects' (Bryman and Bell 2011:219)	i. Provides detailed descriptions of topics under investigation ii. Can be a good way to get people to talk about their experiences	i. Time consuming: difficult to reach a large sample size easily ii. Subjective: not really appropriate where a more objective responses are required	**Discounted** on the grounds of appropriacy for this question (may be of value for other questions below)	Bell (2014); Bryman and Bell (2011); Collis and Hussey (2013); Saunders et al (2012)

Research question / purpose	Research instruments (options and definitions)	Benefits:	Limitations	Decision	Citations
Question 2: Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders? *Question 3: To what extent do those perceived as good matrix leaders 'switch' behaviours?*	**Focus group**: 'group interview facilitated by a 'moderator' in which the topic is defined clearly and there is a focus on enabling and recording interactive discussion (Saunders et al 2012: 670) Sample size: 3 for MENA and SA, 2 for SSA (to cover 25% of the target population in each region)	i. Appropriate when seeking more qualitative data and insights ii. Complementary to survey instruments iii. Can help clarify and define issues iv. Can triangulate other findings v. Help gain data from participants who may not be comfortable one-on-one vi. Cheaper than in-depth individual interviews	i. Moderator bias: if not well trained can infer meaning where it may not exist ii. Not as in-depth as individual interviews iii. Discussions can stray off topic iv. Not necessarily representative of wider views v. Some participants may feel less comfortable or speak less candidly in group situations vi. Respondent bias: interviewee may distort information through recall error	**Selected** on the grounds of appropriacy to further explore and triangulate survey findings	Bryman and Bell (2011); Collis and Hussey (2013); Kitzinger (1994, 1995); Krueger and Casey (2014); Morgan (1996, 1997); Saunders et al (2012); Stewart and Shamdasani (2014); Zikmund (1984);
	Key informant interview (also at times referred to as an in-depth interview) including use of critical incident technique Sample size: 6 interviews across MENA and SA and	i. Can yield rich data and new insights ii. Opportunity to explore topics in depth iii. Allow researcher to explain or clarify questions (thus increasing likelihood of useful responses) iv. Flexibility in terms of administering interview at a time convenient to	i. Can be expensive and time-consuming ii. Requires well-qualified / trained interviewers iii. Respondent bias: interviewee may distort information through recall error iv. Flexibility of responses can result	**Selected** as above	Alveson (2003); Boyce (2006); Kanter (1997); Kumar (1989); Kumar et al (1993); Legard et al (2003); Marshall

	for SSA	interviewee	in inconsistencies across interviews (and related issues therefore of generalisability of findings) v. Volume of information can be large: may be difficult to transcribe and reduce data		(1996); Mears (2012); Philips (1981)
	Participant observation 'observation in which research attempts to participate fully in the lives of activities of research subjects (Saunders et al 2011: 677)	i. Provides rich and detailed data ii. Allows for observation of unscheduled events in real life scenarios (so-called ecological validity) iii. Focusses on subject's viewpoints not those of the researcher	i. Arguably not representative ii. Generalisability of findings difficult to demonstrate iii. Time consuming iv. Presence of researcher arguably changes the dynamics of the group	**Discounted** on the grounds of practicality, researcher location relative to subjects and time/costs	Bryman and Bell (2011); Saunders et al (2012); Zikmund (1984)
	Ethnography A research method where the researcher embeds him or herself in the sample group to understand a particular phenomenon (Cunliffe 2010)	i. Depth and richness of data and insights ii. Researcher can build trust with subjects over a period of time iii. Immersion among subjects can lead to innovation and new lines of academic enquiry	i. Time required to collect data ii. Open to challenge of breadth of findings i. e. generalisability iii. Arguably not representative iv. Susceptible to cultural bias i. e. researcher too close to subjects v. Researcher bias if too close to subjects (the 'going native' criticism)	**Discounted** as above	Bryman and Bell (2011); Saunders et al (2012); Zikmund (1984)

Source: author

In summary, the research instruments selected are well supported in the literature and provide a balanced approach for gathering the data to answer the research questions posed. Surveys, as Saunders et al (2012: 177) note, 'allow the collection of standardised data from a sizeable population in a highly economic way'. Yukl (2010, 2012) echoes this view in the context of leadership research noting that surveys as particularly useful especially when researchers use instruments well supported in the literature. The full details of the MPS and the guidance for its use are in Appendices 1-5.

Likewise, as Kitzinger (1994: 116) argues, FGDs are 'perfect for filling the gaps so often exposed in surveys and are ideal for inductive approaches that are aimed and generating concepts'. Not just a 'bunch of people together to talk' (Krueger and Casey 2015: 2), a focus group's purpose is to 'better understand how people feel or think about an issue' (ibid: 2). Although at times cumbersome and complex, Kitzinger (1995: 302) notes that if well planned, structured, analysed and transcribed, FGDs can be a rich source of data that allows for participants to 'develop their own analysis of common experiences', or as Krueger and Casey (2015: 11) argue 'provide insights into behaviour' and an understanding of the 'culture, and working situations of the target audience (ibid: 12).

Similarly, as noted above, KIIs are a useful method when researchers want to collect data from people who have insights on a particular subject (Kumar 1989) and are a valuable research method to fine tune research findings or explore issues in greater depth i.e. when researchers wish to combine 'structure with flexibility' (Legard et al 2003: 141).

This mixed methods approach is endorsed by Yukl himself (2010: 499) who advocates the use of qualitative instruments to complement surveys in order for researchers to 'verify data and discover the underlying reasons for some of the quantitative results'. Further details of the FGD Questioning Route, the sample and the FGD Guidance Note for participants can be found in Appendices 8-10. Similarly, for the KIIs, in Appendices 12-14.

Now that the methodological approach and research instruments have been outlined, it is important to outline and describe the research process itself. This is the subject of the next chapter which describes the fieldwork in more detail.

Chapter Six – Fieldwork: Data Collection and Analysis

6. 1. Introduction

This chapter describes the fieldwork phase of the study and the data collection and analysis processes adopted. Its purpose is two-fold. Firstly, it outlines the steps undertaken to collect, check and analyse data which is important in terms of justifying the validity of the data and in turn the generalisability of the findings. Secondly, by outlining support in the relevant literature for the approaches taken, it further demonstrates the robustness of the study. The chapter starts with a brief overview of the various stages of the fieldwork. It then goes on to delineate the way in which data was checked and analysed. The chapter then describes the challenges faced during the fieldwork and how these were addressed. The chapter concludes with a review of how ethical standards influenced and guided the fieldwork.

6.2. The Research Process: data collection

The rationale for the deployment of the research instruments used during the fieldwork was covered in Section 5.4. Fieldwork for the study using these instruments took place over a period of nine months, starting in September 2015 and concluding in June 2016. Fieldwork was broken into three distinct phases to gather data on the research questions. This is summarised overleaf with references to the Appendices where the research instruments and guides can be found.

Phase	Timeframe	Instrument	Sample	Research question (s)	Appendices
1	September – December 2015	Yukl's MPS	205	1. What are the leadership behaviours demonstrated during the transition to a matrix structure?	Appendix 1: Yukl's Managerial Practices Survey (MPS) Appendix 2: Description of Yukl's Extended and Revised MPS Appendix 3: Managerial Practices Survey (MPS) Sample Appendix 4: Guidance Note for MPS Research Participants
2	January to March 2016	Focus Group Discussions (FGDs)	6 FGDs with 10 participants each (total 60)	2. Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders? 3. To what extent do those perceived as 'good' matrix leaders switch behaviours during the transition to matrix structures?	Appendix 8: FGD Questioning Route Appendix 9: FGD Sample Appendix 10: Guidance Note for FGD Participants
3	April to June 2016	Key informant interviews (KIIs)	6 KIIs	2. Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders? 3. To what extent do those perceived as 'good' matrix leaders switch behaviours during the transition to matrix structures?	Appendix 12: KII Guide Appendix 13: KII Sample Appendix 14: Guidance Note for KII Interviewees

Source: author

In the first phase, Yukl's taxonomy of leadership behaviour and MPS were deployed to answer research question 1. The MPS has, as discussed in Chapter Five, been extensively validated and empirically tested and is comprehensively supported in the extant literature (Agnew and Flin 2014; Kim and Yukl 1995; Mahsud et al 2010; Yukl and Mahsud 2010; Yukl and Taber 2002; Yukl 1999, 2002, 2009, 2010, 2012; Yukl et al 2013). A pilot study was therefore not deemed essential. However, since an online version was of the MPS was

developed by the researcher using *SurveyMonkey* (a well-stablished online survey platform) the online version was piloted and checked for accuracy, ease of understanding, and IT compatibility prior to the full survey being conducted. The researcher also studied various online guides relating to *SurveyMonkey* and its use to ensure the functionality and online platform were easily understood by participants.

In terms of use, Yukl's taxonomy and MPS have been widely deployed in leadership studies (Agnew and Flin 2014; Mahsud et al 2010; Seifert and Yukl 2010; Yukl 2008; Yukl et al 2009; Yukl et al 2013). However, it is valuable to clarify the measures by which survey based research can be made as rigorous as possible. This is summarised in Figure 6.1. overleaf.

Figure 6.1. Best Practice Measure for Survey Research

Overview of Best Practice Measures: Survey research
i. Be knowledgeable in the subject area being studied ii. Establish the legitimacy of the survey (sponsorship by senior members of the organisational group) iii. Use instruments that are well supported in the literature to ensure reliability and validity iv. Design instruments with clarity and ease of use in mind (thus minimising the response burden) v. Trial and pilot research instruments to check for clarity and understanding and to minimise systematic errors e. g. non response or misunderstanding of questions vi. Minimise respondent bias by avoiding self-selected samples if possible vii. Select the sample based on area of interest to respondents (topic salience) to help increase response rates viii. Highlight how participation in the survey will 'make a difference' (response impact) ix. Ensure better accuracy of data collection by providing some background information about the research instrument and how it was developed x. Give participants sufficient time to prepare to take the survey and ask questions if they wish about any aspect of the study or the survey xi. Provide timely reminders and updates on completion xii. Provide participants with some guidance, or a covering letter about the research and also outline some of the possible challenges of survey based research such as the 'halo' effect (a form of bias in which an observer's overall impression of one aspect of something influences their overall feelings), the recency effect (a form of recall error where people remember the last thing first), acquiesce (where participants say 'yes' to each response), and extremity bias (where participants rate at extremes on a scale) xiii. Request participants to observe the research subject so they can pay attention and keep a log or check list of the topic being surveyed xiv. Keep a record of any tutorials taken and a diary of reflections and learning

Source: adapted from Bell (2014); Boynton (2004); Bryman and Bell (2012); Denscombe (2014); Draugalis et al (2008); Kelley et al (2003); Saunders et al (2012); Yukl (2002, 2010, 2012a); Yukl's MPS Description (2012b – see Appendix 2); Zikmund (1984)

For Phases 2 and 3, the FGDs and KIIs were deployed. The rationale for their selection was discussed in Chapter Five. During fieldwork, the utilisation of FGDs and KIIs, however, posed a different challenge as both instruments were designed by the researcher. It is therefore imperative to outline evidence in the relevant literature for the way the FGDs and KIIs were designed and executed (what may be termed 'best practice measures' for FGDs and KIIs). These are summarised in Figure 6.2. overleaf. Following the two figures is a detailed description of the steps taken during each stage of the fieldwork, again with citations in the relevant literature. The purpose of this is to further demonstrate the rigour of the research process.

Figure 6.2. Best Practice Measures for Focus Group Discussions and Key Informant Interviews

Best Practice: Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs)
i. Select participants relevant to the topic (for FGDs 6-9 people ideal to encourage the right amount interaction)
ii. Develop clear participant guides and scripts for facilitators/interviewers
iii. Pilot test questions for clarity and ease of understanding
iv. Select questions relevant to the topic under investigation
v. Select of well-trained / qualified moderators familiar with the study, the context and with good listening / rapport building skills
vi. Ensure a balanced style i. e. a mix of directive approaches to keep things on track but also non-directive at times to let the discussions flow
vii. Beware of the 'interviewer effect' i. e. bias caused by the social status, qualifications, gender or age of the interviewer
viii. Ensure a neutral and non-committal approach to encourage participation and objectivity of data collected
ix. Provide discussion aids if appropriate to help participants prepare
x. Ensure clarity of ethics around consent, recording, and confidentiality and share these with participants
xi. Ensure good time management to cover the various topics under discussion
xii. Promote participation through open questions (avoid leading questions); probing techniques to elicit further information; and closed questions to check understanding
xiii. Be adept at probing, checking and prompting as need be to encourage participation (and also to tolerate silence as need be when participants wish to reflect)
xiv. Provide a verbal summary at the end of the FGD or KII so participants can check whether any major points have been overlooked
xv. Keep a record of any tutorials taken and a diary of reflections and learning

Source: adapted from Boyce (2006); Denscombe (2014); Kumar (1989); Kumar et al (1993); Legard et al (2003): Kitzinger (1994, 1995); Krueger and Casey (2015); Kvale and Brinkmann (2009); Legard et al (2003); Marshall (1996); Mears (2012); Morgan (1996, 1997); Patton (2005); Philips (1981); Rubin and Rubin (1995); Stewart and Shamdasani (2014); Tremblay (1957)

In order to incorporate these ‘best practice’ measures during the fieldwork, a detailed research journal was maintained for the case study in line with robust research practice (Gibbert et al 2008; Yin 1981a, 1981b, 1994, 2000, 2014). This is summarised in Table 6.1. References to evidence in the extant literature that support the steps taken, and also to key documents deployed during fieldwork are in parentheses in the table. The research instruments and related documents can also be found in the Appendices of the thesis as also noted Table 6.1.

Table 6.1. The Research Process in Detail: Implementing Best Practice Measures

Fieldwork stage and order of activities	Date	Relevant underpinning literature
Phase 1: Managerial Practices Survey (MPS) to gather data to answer research question 1		
Review of relevant literature and selection of Yukl's MPS as optimal instrument to gather data to help answer research question 1	July 2015	N/A
Receipt of MPS survey / guide from Professor Yukl and permission to use (Appendices 1 and 2)	July 2015	N/A
Develop online version of MPS using SurveyMonkey software	Aug 2015	N/A
Initial check of online MPS for clarity and IT issues with supervisor	Aug 2015	Denscombe (2014); Draugalis et al (2008); Kelly et al (2003); Saunders et al (2012)
Identify sample in each region in conjunction with regional HR colleagues to ensure objectivity, representativeness of sample and to minimise sampling errors (a full sample list is in Appendix 3)	Aug/Sep 2015	Bryman and Bell (2011); Denscombe (2014); Saunders et al (2012); Zikmund (1984)
Develop of Guidance Note for Research Participants (Appendix 4)	Aug 2015	Denscombe (2014); Kelly et al (2003); Yukl (2012)
Pilot Guidance Note for Research Participants with supervisor and amend based on feedback	Aug 2015	N/A
Pilot online MPS survey with BC colleagues (x5) to check clarity and IT	Sep 2015	Denscombe (2014); Draugalis et al (2008); Kelly et al (2003); Saunders et al (2012)
Email from Head Office to sample regions to inform them regarding Phase 1 (MPS survey) and establish legitimacy / sponsorship of research	Sep 2015	Denscombe (2014)
Contact Regional HR colleagues in sample regions to explain research and further establish legitimacy	Sep/Oct 2015	Denscombe (2014); Yukl (2012)
Sending of Guidance Note for Research Participants to regional HR colleagues to further explain purpose and benefit of research	Sep/Oct 2015	Denscombe (2014); Kelly et al (2003); Yukl (2012)
Email notification to sample in each region from Regional Director (RD) to encourage participation and demonstrate sponsorship	Oct 2015	Denscombe (2014)
Email Guidance Note for Research Participants to sample to provide background and help them prepare	Oct 2015	N/A
Conference calls with sample in each region to explain research and its benefits (i. e. how it helps 'make a difference'), also to advise how to prepare to take part in the research	Oct 2015	Denscombe (2014); Kelly et al (2003); Yukl (2012)
Follow up email to research participants summarising conference call and next steps (Appendix 5)	Oct 2015	Denscombe (2014); Kelly et al (2003); Yukl (2012)
Final IT check to ensure compatibility with BC computer systems	Nov 2015	N/A
MPS survey sent to target sample in each region	Nov 2015	N/A
Reminders sent to survey participants to boost response rate (x3)	Nov 2015	Denscombe (2014)
Descriptive analysis of MPS survey data	Dec 2015/Jan 2016	As per Yukl's guidance note
Inferential analysis of MPS survey data (with support from Ashridge Business School in the UK)	May 2016	
Co-review of analysis and findings by Ashridge Business School in the UK to help ensure objectivity	May 2016 and Apr 2017	As per recommendation on intermediate thesis

Phase 2: Focus Group Discussions (FGDs)		
Fieldwork stage and order of activities	**Date**	**Relevant underpinning literature**
Review of relevant literature on FGDs to establish best practice measures for instrument development	Jan 2016	Kitzinger (1994, 1995); Krueger and Casey (2015); Morgan (1996, 1997); Stewart and Shamdasani (2014); Stewart et al (2007)
Develop draft instrument: FGD Questioning Route (Appendix 8)	Jan 2016	Krueger and Casey (2015)
Develop of Guidance Note for FGD Participants (Appendix 10)	Jan 2016	Krueger and Casey (2015)
Pilot FGD Questioning Route and Guidance Note for Participants with supervisor and amend based on feedback	Jan 2016	Krueger and Casey (2015); Stewart and Shamdasani (2014)
Email to Regional Director (RD) to inform them regarding Phase 2 (FGDs) and establish legitimacy / sponsorship of research	Jan 2016	Bryman and Bell (2011); Saunders et al (2012)
Identify sample in each region in conjunction with regional HR colleagues to ensure objectivity, representativeness of sample and minimise sampling errors (the sample list can be found in Appendix 9)	Jan 2016	Krueger and Casey (2015); Kitzinger (1994)
Email Guidance Note for FGD Participants including discussion aids to sample to provide background and help them prepare (Appendix 10)	Jan 2016	Morgan (1996, 1997)
Conference calls with sample in each region to explain research and its benefits (i.e. how it helps 'make a difference'), also to advise how to prepare to take part in the research	Feb 2016	Morgan (1997)
Final check of recording equipment and 'live test' of conference call facilities for FGDs	Feb 2016	N/A
Data collection: FGDs x 6 (the sample list can be found in Appendix 9)	Feb 2016	N/A
Transcription of FGDs	Feb/Mar 2016	Miles et al (2014)
Send transcripts to FGD participants for checking	Feb/Mar 2016	Krueger and Casey (2015); Yin (2015)
Coding and analysis of FGDs	Mar/Apr 2016	See Section 6. 3. 2 below for details
Co-review of analysis and findings by Ashridge Business School in the UK to help ensure objectivity	April 2017	As per recommendation on intermediate thesis
Phase 3: Key Informant Interviews (KIIs)		
Fieldwork stage and order of activities	**Date**	**Relevant underpinning literature**
Review of relevant literature on KIIs and interview methods to establish best practice measures for instrument development	Feb 2016	Boyce (2006); Kumar (1989); Kumar et al (1993); Kvale and Brinkmann (2009); Legard et al (2003); Marshall (1996); Mears (2012); Patton (2005); Rubin and Rubin (1995); Tremblay (1957)
Develop draft instrument: KII Guide (Appendix 12)	Feb 2016	Boyce (2006); Legard et al (2003)
Develop of Guidance Note for KII Participants (Appendix 14)	Feb 2016	Boyce (2006); Legard et al (2003)

Pilot KII Guide and Guidance Note for Research Participants with supervisor and amend based on feedback	Feb 2016	Bryman and Bell (2011)
Email to Regional Director (RD) to inform them regarding Phase 3 (KIIs) and establish legitimacy / sponsorship of research	Feb 2016	Bryman and Bell (2011); Saunders et al (2012)
Identify sample in each region based on prior collaboration with regional HR colleagues to ensure objectivity, representativeness of sample and minimise sampling errors (the sample list can be found in Appendix 13)	Feb 2016	Kumar (1989); Kumar et al (1993); Tremblay (1957)
Email participation to seek permission for access for Phase 3 interviews	Feb 2016	Bryman and Bell (2011); Saunders et al (2012)
Email Guidance Note for KII participants including discussion aids to sample to provide background and help them prepare (Appendix 14)	Mar 2016	Krueger and Casey (2015)
Final check of recording equipment and 'live test' of conference call facilities for KIIs	Mar 2016	Boyce (2006)
Data collection: KIIs x 6 (the sample list can be found in Appendix 13)	Mar/Apr 2016	
Transcription of KIIs	Apr/May 2016	Miles et al (2014)
Send transcripts to KII participants for checking	Apr/May 2016	Krueger and Casey (2015); Gibbert et al (2008), Yin (2015)
Coding and analysis of KIIs	May/Jun 2016	See Section 6. 3. 2 below for details
Co-review of analysis and findings by Ashridge Business School in the UK to help ensure objectivity	April 2017	As per recommendation on intermediate thesis

Source: author

Now that the data collection process has been detailed, it is helpful to summarily outline the steps taken to quality check and analyse the data.

6.3. Data checks and analysis

During each phase of the fieldwork, prior to analysis, quality checks were conducted on the data to ensure its accuracy, completeness, and representativeness. The purpose of these checks was threefold: to get a sense of the main features of the data; to ensure no errors occurred during the data collection process and to ascertain any emerging patterns in the data meriting further exploration. This section outlines the steps taken during each phase of the fieldwork to check and subsequently analyse the data collected.

6.3.1. Phase 1: Quality checks and analysis

Phase 1: Quality Checks

The MPS survey was conducted in November 2015 with a sample of 205 people. Data for each question of the MPS data was sorted by meta-category as per Yukl's taxonomy. Responses for each question were then checked for accuracy. Subsequently, the data was checked for completeness and representativeness by overall response rate and response rate by question. The purpose of these checks was to identify any significant issues that may have occurred during data collection and discover any emerging themes linked to the literature on matrix structures and leadership in Chapters Two and Three.

The overall survey response rate for the MPS was 73.2%. This response rate is well above the 52.7% average response rate for organisational studies utilising data collected from individuals (Baruch and Holtom 2008) and would indicate that the data is both reasonably complete and representative. Of the 150 surveys returned the number of completed responses for each question ranged from 140-149. The mean response rate was 145.34 or 97%. This demonstrates very few skipped responses or missing data, further suggesting that the data collected can be viewed as complete and representative. Once these checks were completed, a final inspection of the representativeness of the data was made by examining response rates by job type. This is summarised in Chart 6.1. below. In the chart the following definitions apply:

Country leadership: a Country Director, Deputy Director, or in a very large country operation an area director e. g. Director West India, or Director Punjab, Pakistan.

Regional leadership: a role spanning countries in a business unit or professional service.

Business management: a country level role in a business unit

Professional services: a country level role in HR, IT, finance, resources, marketing or customer services.

Chart 6. 1. MPS Response Rate by Job Type

Middle East North Africa (MENA)		Sub-Saharan Africa (SSA)		South Asia (SA)		Average
	%		%		%	
Country leadership	40.0	Country leadership	60.0	Country leadership	30.8	43.6
Regional leadership	55.6	Regional leadership	76.5	Regional leadership	50.0	60.7
Business management	34.2	Business management	76.9	Business management	50.0	53.7
Professional services	61.5	Professional services	80.0	Professional services	40.9	60.8

Source: author (response rates calculated manually based on notifications from participants).

The data shows the higher response rates in each region for regional leadership and professional services, especially in MENA and SSA regions. This may be due to greater interest in the subject or cognisance and familiarity with matrix working. Response rates for those classed as 'country leadership' by contrast, were relatively lower, particularly in MENA and SA. Response rates were lower for those in business management roles in MENA and SA. Again this may reflect levels of interest and/or familiarity with the subject. With the exception of country leadership, however, the response rates for each job type in each region compare favourably with the average for individual surveys noted above (Baruch and Holtman 2008), further vindicating the representativeness of the data.

Phase 1: Data Analysis

As Boone and Boone (2012: 1) observe, 'the difficulty of measuring attitudes, character, and personality traits lies in the procedure for transferring these qualities into a quantitative measure for data analysis purposes'. Questionnaires based on response alternatives, often referred to as Likert surveys (Likert 1932), are one such research instrument and deploy questions with scaled response alternatives, the combination of which may be used to measures attitudes or behaviours (Ary et al 2010; Boone and Boone 2012; Bryman and Bell 2011; Clason and Dormody 1994, Likert 1932).

Yukl's MPS is a Likert-type questionnaire which, using exploratory and confirmatory factor analysis, has evolved over time for use by subordinates to rate observable leadership behaviour of their immediate supervisor (Kim and Yukl 1996; Yukl and Taber 2002; Yukl 1999, 2010, 2012). Each of the 64 component behaviours in the MPS are grouped into one of four meta-categories of leadership behaviour: task-oriented, relations-oriented, change-oriented and external-oriented behaviours. The MPS asks respondents to rate each of the 64 component behaviours. There are five response choices from 'to a very great extent' to 'not applicable or not at all' (See Appendices 1 and 2 for more detail of the MPS).

The use of Likert surveys has become common in social science research although academics have deliberated on their use and data analysis approaches for many years (Boone and Boone 2012; Carifio and Perla 2008; Jamieson 2004). Boone and Boone (2012: 5) provide helpful advice on data analysis when using Likert scales noting that 'if a series of questions when combined measure a particular trait, you have a Likert scale. Use means and standard

deviations to describe the scale'. Yukl (2012b) himself endorses this view and instructs that 'the scale score for a specific behaviour should be reported in terms of the mean item score (with a possible range from 1 to 5). Primary analyses should use the component behaviours (not the meta-categories) because they have 'somewhat different antecedents, effects, and facilitating conditions' (Yukl 2012b: 1).

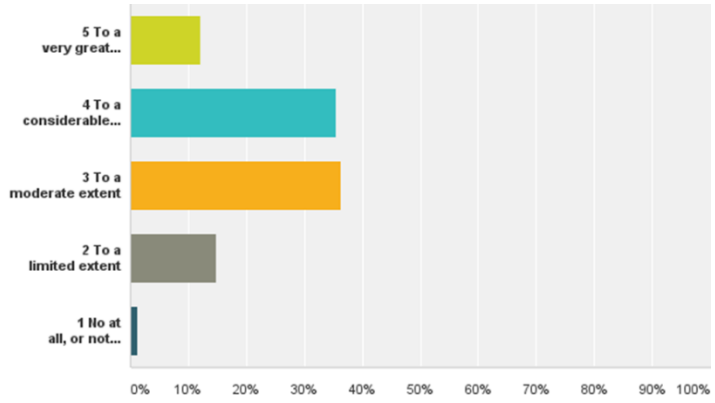
In light of these arguments, and the fact that Phase 1 was not seeking to correlate variables or establish linkages, but rather to identify leadership behaviours, univariate analysis was initially used to analyse the data for each question of the MPS. The statistical functionality of *SurveyMonkey* was subsequently deployed to calculate the range, mode, mean and standard deviations for each question. An example of this analysis, using question 1 of the MPS, is highlighted below to demonstrate how survey responses were analysed by *SurveyMonkey*:

Example:

MPS question 1 asks respondents to rate the observable behaviour of their immediate boss or supervisor on the following behaviour: *Clearly explains the job responsibilities and task assignments of members.* The five response choices are: to a very great extent; to a considerable; to a moderate extent; to a limited extend; and not at all, or not applicable. An example of the data collected for this question in Phase 1 of the fieldwork is presented in Chart 6.2.

Chart 6.2. Example Data from MPS

Q1. Clearly explains the job responsibilities and task assignments of members



Source: author / SurveyMonkey

Descriptive statistical analysis was then conducted using the automated *SurveyMonkey* functionality to calculate the range, median, mean and standard deviation. The frequency of each response both in percentage and absolute terms was also determined. The purpose and benefit of these calculations was to demonstrate the frequency of leadership behaviours observed and the associated meta-category and in turn identify the most and least observed leadership behaviours. This analysis helped answer research question one. An example of these calculations, again using question 1 of the MPS in Phase 1, is shown in Chart 6.3.

Chart 6.3. Example Descriptive Statistical Calculations from MPS

Q1. Clearly explains the job responsibilities and task assignments of members

Answer Choices		Responses	
5	To a very great extent (1)	**12.08%**	18
4	To a considerable extent (2)	**35.57%**	53
3	To a moderate extent (3)	**36.24%**	54
2	To a limited extent (4)	**14.77%**	22
1	No at all, or not applicable (5)	**1.34%**	2
Total			**149**

Basic Statistics				
Minimum	**Maximum**	**Median**	**Mean**	**Standard Deviation**
1.00	5.00	3.00	2.58	0.93

Source: SurveyMonkey, mean scale 1-5 (1=high, 5 = low) as per SurveyMonkey standardised tests

In this example, a mean of 2.58 shows that overall respondents came in somewhere between 'to a considerable extent' and 'to a moderate extent'. The median of 3 suggests that the answers are about evenly distributed between positive (greater extent) and negative (limited extent) responses. A full data set of all the statistical calculations on the MPS in Phase 1 is outlined in Appendix 6.

Following the descriptive analysis described above, inferential analysis was then conducted on the MPS data. This analysis was performed with the support of Ashridge Business School. The purpose of this was two-fold: one to ensure the highest possible level of competency of analysis, and secondly to support the objectivity of the analysis and minimise the risk of researcher bias. In order to analyse the MPS data, Analysis of Variance (ANOVA) were conducted to explore the component behaviours within each meta-category and determine whether any of the variances were statistically significant. This analysis also

helped compare the meta-categories of behaviour themselves to further address research question one. Mauchly's test was used to determine the degree of violation of the sphericity assumption and, where the assumption had been violated, the degrees of freedom were corrected using Greenhouse Geisser estimates of sphericity. Follow-up post-hoc comparisons were conducted using the Bonferroni correction method. An example of this analysis, using the meta-category of task-oriented behaviours is presented in Charts 6.4. and 6.5. overleaf. A full data set of all the inferential statistics conducted on the MPS in Phase 1 can be found in Appendix 7.

Example:

For task-oriented behaviours, the Mauchly's test indicated a degree of violation of the sphericity assumption, $Chi^2(5) = 12.57$, $p = .03$, therefore, the degrees of freedom were corrected using Greenhouse Geisser estimates of sphericity. The differences reported in the task-oriented leadership behaviours (see Chart 6.5.) were statistically significant, $F(2.79, 314.71) = 7.10$, $p < .01$, *partial* $eta^2 = .06$. Follow-up post-hoc comparisons, Bonferroni adjusted for multiple testing (corrected $p < .008$), suggested that behaviours relating to clarifying roles were demonstrated the most, and statistically significantly more often than planning behaviours and monitoring operations (see Chart 6.5. for comparison results). Clarifying behaviours were also observed more than monitoring operations behaviours, although this difference was not statistically significant at the Bonferroni corrected alpha level.

Chart 6.4. Example Descriptive Statistics for Task-Oriented Behaviours

			95% CI	
Scale	*M*	*SE*	LL	UL
Planning activities	12.46	.34	11.79	13.12
Clarifying	13.66	.29	13.09	14.22
Monitoring operations	12.67	.32	12.05	13.31
Problem solving	13.17	.30	12.56	13.77

Chart 6.5. Post-hoc Comparisons for Task-Oriented Behaviours

				95% CI	
Scale		*M difference*	*SE*	LL	UL
Planning activities	Clarifying	-1.20**	.24	-1.85	-0.55
	External monitoring	-.22	.31	-1.06	0.62
	Problem solving	-.71	.27	-1.44	0.02
Clarifying	External monitoring	.98*	.31	.14	1.83
	Problem solving	.49	.26	-.22	1.20
Monitoring operations	Problem solving	-.49	.29	-1.28	0.30

n = 114; **$p < .008$; *$p < .05$.

Source: author / Ashridge Business School

The findings from Phase 1 are presented in Chapter Seven with discussion and analysis covered in Chapter Eight. To further ensure objectivity and minimise the risk of researcher bias, the analysis and findings were further co-reviewed by Ashridge Business School prior to the submission of the thesis.

6.3.2. Phase 2: Data checks and analysis

Subsequent to the completion of Phase 1 of fieldwork in December 2015, Phase 2 was conducted from January 2016 to April 2016. Phase 2 consisted of six Focus Group Discussions (FGDs) and, as discussed in Chapter Five, to ensure a representative sample, male and female participants were selected from a range of small and large operations, from a mix of countries and from various contract types to ensure a broad range of insights could be garnered. To further strengthen objectivity and support the representativeness of the research

sample, the researcher collaborated with HR colleagues in each region to ensure participants were a diverse mix across a range of geographies, roles and functions. The timetable of the Phase 2 FGDs is presented Tables 6.2.

Table 6.2. Timetable of Focus Group Discussions

Focus Group: Region and Job Type	Date
Sub-Saharan Africa Regional Leadership	Friday 12 February 2016
Sub-Saharan Africa Country Leadership	Monday 15 February 2016
South Asia Country Leadership	Tuesday 16 February 2016
South Asia Professional Services	Wednesday 17 March 2016
Middle-East North Africa Regional Leadership	Sunday 14 February 2016
Middle-East North Africa Professional Services	Sunday 14 February 2016

Source: author

A full list of the sample is in Appendix 8; participation rate based on target size of 7 per group was 92.9%

Phase 2: Data transcription and checking

A major consideration regarding transcription is whether researchers transcribe their own qualitative data or employ a professional transcriber (Bryman and Bell 2011; Denscombe 2014; Saunders et al 2012). There are number of benefits and limitations for each approach. Whilst self-transcription allows the research be more familiar with the data and ascertain emerging trends that can be coded and analysed, it is a more time intensive approach (Bryman and Bell 2011; Denscombe 2014; Saunders et al 2012). By contrast, employing a professional allows the data to be transcribed more quickly although this has cost implications and, as the person employed is not be familiar with the study, employing a professional transcriber does not provide the researcher with the intimacy of the self-transcription approach; in addition the transcripts produced still require checking by the researcher which further weakens the arguments for employing a professional (Bryman and Bell 2011; Denscombe 2014; Saunders et al 2012). After careful consideration of both options, self-transcription was chosen for the data collected in Phase 2 for the reasons stated above. This process took 6-8 hours for each 45-60 minute session i.e. just under 50 hours in

total. On balance this was felt to be the most appropriate and valuable approach given the familiarity derived with the data and the insights garnered on emerging patterns.

During the transcription of the qualitative data collected in Phases 2, a number of measures were taken to ensure the approach adopted was in line with rigorous research methods. These are outlined below:

i. keep separate files for each recording
ii. ensure confidentiality and anonymity of all recorded and transcribed material
iii. ensure each participants contributions are clearly labelled
iv. include all interviewers questions, follow up interactions and non-verbal (if possible)
v. verify the accuracy of each transcript once complete and share with participants for confirmation
vi. keep a learning diary during the transcription process (see Chapter 9 on Professional and Personal Learning for more details of this)
vii. back up all data

Source: adapted from Bryman and Bell (2011); Denscombe (2014); Miles et al (2014); Saunders et al (2012)

The six FGDs conducted in Phase 2 produced 103 pages of transcript and 45,000 words of data. Once the transcription process was complete all names, places and other elements that could possibly identify individuals were anonymised. The draft transcript for each session was then sent to participants for checking. The transcript was also checked and re-checked by the researcher. A sample FGD transcript can be found in Appendix 11. Once the transcripts had been finalised, data was then coded and analysed.

Phase 2: Coding and Analysis

A significant consideration when addressing the issue of coding and analysis is whether to use some form of Computer Assisted Qualitative Data Analysis Software (CAQDAS) or adopt a manual approach (Bryman and Bell 2011; Denscombe 2014; Fielding and Lee 1991, 1998; Saunders et al 2012; Tesch 1989, 1990; Weitzman and Miles 1995). In order to determine the most approach for Phases 2 of the fieldwork for this study, a number of relevant factors were assessed as detailed in Table 6.4.

Table 6.4. Factors Determining Coding and Analysis Methods for Qualitative Data

Factors Determining Coding and Analysis Methods for Qualitative Data
i. The scale of field work undertaken and amount of data derived: for a smaller scale research project it may not be worth deploying CAQDAS ii. The time and cost required to learn a new piece of software: for a smaller scale study CAQDAS may not be an optimal use of limited resources iii. The extent to which local support is available at a local university, business school or from professionals in the field iv. The heuristic nature of qualitative research: i.e. the need for intimate reading and reflection on the data (what Miles et al (2014: 73) refer to as 'interpretative familiarity with every datum in every corpus') v. The importance of the data collected relative to other research projects: i.e. the need for other researchers to access and review the data e.g. in the case of a cross-case study method or where findings are intended to be generalised vi. The extent to which a current framework exists to code and analyse the data: where an existing structure is available manual coding may be easier (in the case of this study, Yukl's (2012) taxonomy of leadership behaviour)

Source: adapted from Bryman and Bell (2011); Denscombe (2014); Fielding and Lee (1991, 1998); Miles et al (2014); Saunders et al (2012); Tesch (1989, 1990); Weitzman and Miles (1995); Yin (2014); Yukl (2012a, 2012b)

After due deliberation of the issues above, a manual approach to coding and analysis was adopted. This was for a number of reasons. Firstly, as the study is relatively small scale in nature the time and cost required for CADQAS was not felt to be optimal. Secondly, despite a number of attempts to access support for CAQDAS in Tanzania (where the researcher was based at the time of the field work) none was available. This further weakened the rationale for a computer based approach. Thirdly, the case study design is single case exploratory, not a multi or cross-case approach. There is, therefore, less scope to generalise the findings and in turn less of a rationale to computerise the data for other researchers. Lastly, the taxonomy of leadership behaviour selected for the study very clearly details both the component leadership behaviours being researched, what Miles et al (2014: 71) call 'first level coding'.

It also has well-developed meta-categories, or what Miles Huberman (ibid: 86) refer to as 'second level coding'. The taxonomy thus lends itself to manual coding and analysis.

Coding is defined by Miles et al (2014: 71) as 'labels that assign meaning to the descriptive or inferential information compiled during a study'. These codes, as noted above, are based on the component behaviours and meta-categories of leadership behaviour as defined in Yukl's taxonomy. When assigning data to a leadership behaviour and meta-category various questions were taken into consideration (Bryman and Bell 2011: 585)

i. what general category is this item of data an instance of?
ii. what does this item of data represent?
iii. what is this item of data about?
iv. what topic is this item of data an instance?
v. what sort of answer to a question about a topic does this item of data apply?
vi. what is happening here?
vii. what are people doing?
viii. what do people say they are doing?
ix. what kind of event is going on?

Further, to ensure the approach taken to coding in Phases 2 was as rigorous as possible, the following measures were taken:

i. check transcripts for errors and ensure data is complete
ii. code as soon as possible after the data is collected
iii. create codes in line with the conceptual framework of the research (for this study the individual leadership behaviours in Yukl's taxonomy)
iv. read through initial transcripts, field notes and identify germane ideas or themes (repeat this process two or three times for accuracy purposes)
v. view codes, explore patterns or trends and reduce the number of codes and categories to a suitable number (in this case Yukl's meta-categories of leadership behaviour)
vi. consider more general theoretical ideas in relation to codes and data
vii. code item in more than one way if relevant and keep coding in perspective - be careful not lose the context of what is said

Source: adapted from Bryman and Bell 2011; Denscombe 2014; Miles et al 2014; Zikmund 1984

Given the exploratory nature of the research, an inductive approach to coding was taken to build explanations of the data. In this context, 'inductive' is defined as exploration of the data to identify themes or issues (Saunders et al 2012) and 'explanation building' as data is collected and analysed to build explanations about the case, particularly in exploratory case studies (Yin 2014). A brief example of how Phase 2 data was coded is presented overleaf and a sample transcript from Phase 2 can be found in Appendix 11. The main findings from Phases 2 of the fieldwork are presented in Chapter Seven. As with Phase 1, to further ensure objectivity and minimise the risk of researcher bias, the analysis and findings from Phase 2 were co-reviewed by Ashridge Business School prior to the submission of the thesis.

Example of Phase 2 Coding:

Excerpt taken from Middle East and North Africa Regional Leadership Focus Group, conducted on Sunday 14 February 2016 (M = moderator, P = participant, X = used to anonymise a name, place, or role)

M: That's very good. That's a good starting point for discussions (pause) X, X, X, what's your (pause) what are your insights (pause) what are the behaviours that you see most in the leaders around you?

Opening question by moderator to explore research question 1

P6: X, X here.

M: Yes.

P6: Just wanted to add (pause) I mean (pause) we work across a (pause) we see a range of leaders across which ranges from Country Directors to functional leads, SBU leads (pause) all of that (pause) (unintelligible) I think that is where I commonly see a lot of work happening is (pause) looking at your taxonomy (pause) is towards the networking and representing side (pause) there is obviously a lot of emphasis on being at the right watering holes as we say where most of our key contacts would likely to be in attendance or would likely be at seminars in terms of promoting and defending the reputation of our work (pause)

Example of a participant describing external-oriented behaviours: component behaviours of networking, representing, promoting and defending the work unit

and I see a key strength from the experience of making sure that the British Council is present in all major (pause) activities (pause) the other bit would be around (pause) from an exams perspective would be around clarifying roles and objectives and I want to kind of echo X's words there in terms of the exams teams (pause) in terms of absolutely clarifying roles and objectives (pause) explaining task assignments and things like that (pause) setting standards, specific goals and deadlines (pause) to achieve a team or group objective (pause) so that would be one thing (pause).

Example of a participant describing task- oriented behaviours: component behaviours of clarifying roles, explaining task assignments, and monitoring operations

M: Thank you X. When you mention networking and representing (pause) do you mean externally outside the organisation or do you mean colleagues who are representing internally with other teams or other aspects of the organisation (pause).

Follow up question by moderator to clarify participant response on external-oriented behaviours

P6: I would balance it more towards the external (pause) than internal (pause) yeah.

6.3.3. Phase 3: Data checks and analysis

Following the conclusion of Phase 2 in April 2016, Phase 3 fieldwork subsequently ran from April 2016 to June 2016. Phase 3 comprised of six Key Informant Interviews (KIIs) and, as outlined for Phase 2 above, to ensure a representative and appropriate sample, male and female participants were selected from a range of small and large operations, from a mix of countries and from various contract types to ensure a broad range of insights could be garnered. To further strengthen the representativeness of the sample, participants were selected according to the criteria outlined in Chapter Five and with input from HR colleagues in each region. The timetable for the Phase 3 KIIs is presented Table 6.3.

Table 6.3. Timetable of Key Informant Interviews

SI	Gender	Region	Job Family	Date
1	M	South Asia	Regional Leadership	Monday 28 March 2016
2	M	South Asia	Professional Services	Tuesday 29 March 2016
3	F	Middle East and North Africa	Country Leadership	Wednesday 30 March 2016
4	F	Sub-Saharan Africa	Country Leadership	Wednesday 30 March 2016
5	F	Sub-Saharan Africa	Regional Leadership	Thursday 7 April 2016
6	F	South Asia	Regional Leadership	Wednesday 20 April 2016

Source: author; participation rate 100%

Phase 3: Data transcription and checking

For Phase 3, data was transcribed checked and coded in accordance with the approach methods outlined above for Phase 2. Transcription took 6-8 hours for each 45-60 minute session i.e. just under 50 hours in total. The measures adopted for checking the Phase 3 transcripts were the same as for Phase 2 to help ensure that the process was as rigorous as possible. The six KIIs produced 84 pages of transcript and 36,000 words of data. As with Phase 2, all names, places and other elements that could possibly identify individuals were anonymised. Draft transcripts were then sent to each participant for checking as well as being checked and re-checked by the researcher. Once the transcription and checking were complete Phase 3 data was then coded and analysed.

Phase 3: Coding and Analysis

For Phase 3, coding and analysis of the data was conducted using the same approach and methods as outlined for Phase 2. The rationale for their selection and evidence in the underpinning literature to support this approach is as for Phase 2 outlined above. A brief example of how data was coded in Phase 3 is presented below and a sample Phase 3 transcript can be found in Appendix 15. The findings from Phases 3 of the fieldwork are presented in Chapter Seven. As with previous phases of fieldwork, the analysis and findings from Phase 3 were co-reviewed by Ashridge Business School to help ensure objectivity and reduce risks around researcher bias prior to the submission of the thesis.

Example of Phase 3 coding:

Excerpt taken from South Asia Professional Services Key Informant Interview, conducted on Tuesday 29 March 2016 (M = moderator, P = participant, X = used to anonymise a name, place or role)

M: X one of the things I am particularly keen to find out more about is (pause) this (pause) these perceptions that people have of other they have around them who they consider to be 'good' leaders (pause) and can you tell me X what are the behaviours that this person demonstrates?

Opening question by moderator to explore research question 2

P: (pause) sure X (pause) I shared this earlier as well (pause) and one of the things I would like to share because it's one on one because I can take a bit of time (laughing).

M: (laughing) that's the beauty of today X (pause) that's the beauty of today (pause) we have lots of time (pause) so please yes go ahead (pause).

P: But it's worth mentioning X was my line manager when I joined here (pause) he was X and he was there during my interview as well and I was very lucky to have him and the qualities that (pause) and again I'll expand on what I shared because I had him in mind when I was sharing in the group as well because you know how (pause) how he stated his expectations very clearly (pause) was what I really liked about him (pause) it was something new that I came in (pause) no matter how much you know X (pause) you've also had a very large career (pause) no matter how much you know or don't know it's always a learning in a new organisation (pause)

Example of a participant describing task-oriented behaviours: clarifying roles and objectives

M: It is, yeah.

P: An organisation is a mix of people (pause) that has its values and its culture (pause) what it is people make of it (pause) (unintelligible) but then you know he was very much instrumental in ensuring that I understood (pause) he spoke from his experience of the post holder that had left very openly (pause) and stated very clearly what he would not want to replicate.

M: OK (pause) so X if I can just check that I've understood you correctly (pause).

Example of a participant describing task-oriented behaviours: clarifying roles and objectives

(voices talking simultaneously).

M: Sorry to interrupt but just to check that I've understood you correctly (pause) you are describing behaviours around clarifying roles and objectives and planning (pause) have I (pause) have I heard you correctly X?

P: (pause) that is absolutely correct X (pause) that and taking on the terminology (pause) I am speaking (unintelligible) from my heart and I am (pause) (unintelligible).

M: That's perfect (pause) that's perfect (pause) I'm just checking for my own benefit (pause) yeah.

6.4. Data collection issues and research ethics

6.4.1. Data collection issues and mitigation measures

During the fieldwork a number of obstacles and challenges relating to data collection and analysis emerged. Some of these were associated with the relative experience of the researcher while others were related to difficulties of fieldwork more generally. For each issue that posed a potential challenge, appropriate mitigation measures were developed in advance. These are summarised in Table 6.5.

Table 6.5. Data Collection Issues and Mitigation Measures

Challenges	Detail	Mitigation measures
Time delays	Delays in progress during the fieldwork e. g. preparing participants, generating interest and obtaining responses (even though access was not a problem)	• 'Buffer time' built into fieldwork schedule to accommodate delays • Time to sensitise people to the research and the research instruments planned well in advance (this had the added benefit of helping increase the response rate) • Advice and positive challenge from the supervisor on approach
Data collection and processing errors	Errors caused during the collection and processing of the data in each phase of the fieldwork due to relative inexperience of researcher and/or faulty use of instruments	• Pre-existing instrument (MPS) for Phase 1 used which is heavily supported in the literature • Existing statistical functionality in *SurveyMonkey* utilised to reduce processing errors • Extensive data checks done to ensure completeness and representativeness of data as per 6. 3. 1. • Various data collection and analysis techniques studied and online guides an tutorials taken e. g. in *SurveyMonkey* • Support from Ashridge Business School on inferential analysis and co-review to help ensure both accuracy and objectivity in data collection and analysis
Researcher bias	Researcher works for BC thus risks confirmation bias (Jones and Sugden 2001; Klayman 1995; Nickerson 1998; Mynatta et al 1977)	• Data collected from a variety of respondents and multiple sources • Use of co-reviewers to strengthen the objectivity of the analysis e. g. Ashridge Business School and input from BC HR colleagues • Self- awareness of the researcher and positive challenge from the supervisor.
Language issues	Due to the multinational nature of the organisation studied potential language issues given that English is not the mother tongue of some participants	• Research instruments piloted to check for clarity and ease of use • Sample selected focussed on mid-senior level managers who use English on a daily basis • Researcher has twenty years of cross-cultural working, thus well practiced at communicating with non-native speakers of English.

Source: author

Given that the researcher is employed by the organisation being studied, and that the case study is a single exploratory type, particular attention was given to the issue of researcher bias. A number of careful measures were taken to minimise any potential impact of research bias during the research design and fieldwork. These included:

i. ensuring the representativeness of the research samples (this was covered in detail in Section 5.3.) and the researcher worked with regional HR colleagues on sampling to further ensure objectivity
ii. gathering data from multiple sources and triangulating across methods. The research design included both primary and secondary data sources and collected data via both quantitative and qualitative methods i. e. the MPS, FGDs and KIIs (this was covered in detail in Sections 5.2. and 5.3.)
iii. deploying research instruments well supported in the relevant literature (this was covered in detail in Section 5.4. for the MPS, FGDs and KIIs)
iv. conducting robust data checks (Section 6.3.)
v. getting participants to check data (this was done for the FGDs and KIIs)
vi. independently reviewing of data and findings (this was done via the supervisor and with the support of Ashridge Business School)

Adapted from: Kruger and Casey 2015; Miles et al 2014; Yin 2014

6.4.2. Research ethics

This chapter concludes with an overview of the research standards that were followed while conducting the research. These ethical standards are based on those advised by the Heriot-Watt University Code of Practice and related principles around honesty, integrity and professionalism in research as signed by the author in 2014. These standards demand that all research is conducted by researchers who:

i. are objective and neutral throughout and professionally detached from research
ii. provide an accurate estimation of the contribution required interviewees and the organisation
iii. make sure all interviewee responses are anonymous and confidential

iv. respect interviewees who wish to refuse to answer or question on be recorded
v. do not relay information given by others interviewees to subsequent interviewees
vi. do not use loaded questions or be critical of interviewees
vii. check information before and during processing
viii. only process data that have been validly received
ix. do not dismiss unfavourable or contradictory results
x. do not embellish, modify or fabricate results
xi. attempt to triangulate data wherever possible
xii. provide draft copies of the research to the organisation if requested prior to submission
xiii. comply with all relevant UK legislation e.g. data protection and freedom of information

These standards were followed at all times during the research as detailed in this chapter on fieldwork, Chapter Five on methodological approaches, and Chapters Seven and Eight on Findings and Discussion and Analysis respectively. They were further enshrined in the research process in a number of ways to ensure the highest possible ethical standards in line with the Economic and Social Research Council's (ESRC) Framework for Research Ethics (2016). In terms of this study the researcher at all times:

i. abided by a specific code of ethics (in this case the Heriot Watt University Code of Conduct outlined above)
ii. sought prior approval from a research committee and have written agreements in place with the organisation being studied regarding access and ethics (in this case the research committee at Heriot Watt University and a research contract with the BC)
iii. ensured openness in the research by developing guidelines for participants to explain the parameters of the study and concepts such as informed consent, time commitments, voluntary nature of participation, anonymity, opportunity to withdraw at any time, and opportunity to review transcripts – see Appendices 4, 10 and 14)
iv. submitted proposal including details of researcher, the methods being adopted and how findings would be used to ensure ethical standards are met (in this case the research proposal to the Heriot Watt University Research Committee and research contract with BC

v. ensured all research complied with relevant laws such as the 1998 Data Protection Act
vi. ensured data and findings were reviewed by independent third parties to minimise impact of researcher bias (in this case the supervisor and Ashridge Business School)

Adapted from: Bryman and Bell 2011; Denscombe 2014; ERSC 2016; Krueger and Casey 2015; Miles et al 2014; Saunders et al 2012

With specific reference to case study research, the researcher further ensured that the research process followed met the standards laid out by Yin (2014) for robust case study research i.e.

i. to demonstrate responsibility to scholarship
ii. to neither plagiarise or falsify information
iii. to be honest and avoid deception
iv. to accept responsibility for one's own work
v. to be open about methodological qualifiers and limitations to findings
vi. to ensure informed consent from participants
vii. to ensure privacy and confidentiality at all times
viii. to select participants equitably (in this case with the support of HR colleagues to ensure fairness)
ix. to ensure data and findings are reviewed by a third party to minimise bias (in this case the supervisor and Ashridge Business School)

Adapted from: Yin (2014)

6.5. Summary

Chapter Five outlined the research paradigm, method and instruments used to operationalise the research questions, including a detailed examination of the sources and sample from which the data was collected. Chapter Six complemented this by providing a thorough analysis of the way in which data was collected and analysed. The next chapter, Chapter Seven, presents the main findings from the fieldwork.

Chapter Seven – Research Findings

7.1. Introduction

Having outlined the theoretical underpinning, methodological approach and fieldwork utilised to operationalise the study in Chapters Five and Six, this chapter presents the main findings of the study and their links to themes evolving from literature review in Chapters Two to Four. The chapter starts by presenting the findings of Phase 1 of the fieldwork which deployed the Managerial Practices Survey (MPS) to answer research question one. It then presents the findings from Phases 2 and 3 in which Focus Group Discussions (FGDs) and Key Informant Interview (KIIs) were subsequently utilised to explore research questions two and three.

Briefly, as outlined in subsequent sections of this chapter and discussed in more detail in Chapters Eight and Nine, the research findings highlight the following about leadership behaviour in matrix structures:

i. 'good' matrix leaders demonstrate similar patterns of behaviour
ii. behaviour switching is a crucial attribute of 'good matrix leadership
iii. consistency of behaviour across situations is a crucial attribute of 'good' matrix leadership
iv. perceptions of 'good' leadership do not appear to vary according to cultural context or role type
v. 'good' matrix leadership goes beyond behaviour: leadership approach, traits, and skills are also important

Each set of research findings is followed by a brief precis of linkages to topics evolving from the literature review. The chapter is thus important for two reasons. Firstly, it helps demonstrate how the data collected in the case study answers the research questions and in turn addresses gaps in the knowledge base as outlined in the literature review. Secondly, it positions Chapters Eight and Nine which respectively analyse and discuss the findings, and outline the main conclusions, limitations, and suggestions for future research, in addition to the practical applications of research findings for the BC and the professional and personal learning derived from conducting the study.

7.2. Findings from Phase 1 of Fieldwork

7.2.1. Descriptive Statistics

The Managerial Practices Survey (MPS) was deployed during Phase 1 of the fieldwork to answer research question one:

What are the leadership behaviours demonstrated during the transition to a matrix structure?

Charts 7.1. and 7.2. below present the descriptive statistics for the most and least observed leadership behaviours across the four meta-categories of the taxonomy. In this context 'most' and 'least' observed are defined as the leadership behaviours with mean scores falling in the uppermost and lowermost quartile of the results distribution. A more detailed data set for the most and least observed behaviours within each meta-category can be found in Appendix 6. Following the presentation of the descriptive statistics below, findings from the inferential statistics are summarised in section 7.2.2.

Chart 7.1. Phase 1: Most Observed Leadership Behaviours (Uppermost Quartile)

Question in MPS	Mean Score	Meta-category of leadership behaviour
Describes a proposed change or new initiative with enthusiasm and optimism	2.22	Change
Promotes a favourable image for the work unit with superiors and outsiders	2.25	External
Encourages members to take responsibility for determining the best way to do their work	2.26	Relationship
Builds and maintains a wide network of contacts among peers and outsiders	2.33	External
Encourages members to take the initiative to deal with an immediate problem rather than waiting for someone to tell them what to do	2.34	Task
Praises effective performance by members of the work unit	2.35	Relationship
Attends social and professional events to meet people with useful information	2.35	External
Expresses confidence that members of the unit can perform a difficult task	2.38	Relationship
Provides recognition for good performance by the team or work unit	2.39	Relationship
Develops cooperative relationships with people who can provide resources and assistance	2.40	External
Provides support and encouragement when there is a difficult or stressful task	2.43	Relationship
Provides recognition for member achievements or important contributions	2.43	Relationship
Shows concern for the needs and feelings of individual members of the work unit	2.44	Relationship
Show sympathy and understanding when a member is worried or upset	2.44	Relationship
Asks members for ideas and suggestions when making decisions about the work	2.46	Relationship
Explains what results are expected for a task or assignment	2.47	Task

most observed

Source: author, n = 150, scale of 1-5; 1 = high, 5= low (as per SurveyMonkey standardised tests); scores ranked by mean score as per the Description of Extended and Revised MPS (Yukl 2012b)

The findings show a spread of behaviours across the meta-categories of leadership behaviour which is natural given the tendencies towards different leadership styles as discussed in Chapter Three. Of note though, is that nearly two thirds of the most observed behaviours are associated with either relationships or networking. This indicates a strong focus on people which, as discussed in Chapter Two, is an important facet of the social and human

dimensions of matrix working (Bartlett and Ghoshal 1990; Ford and Randolph 1992; Goffee and Scase 2015; Levinthal and Workiewicz 2015; Waterman et al 1980). The relations-oriented behaviours falling in the upper quartile, however, tend to relate more to component behaviours of recognition and support rather than what may be described as behaviours supporting empowerment i.e. consulting, delegating, and developing. This is significant as these latter behaviours were highlighted in the literature review as potential indicators of effective leadership in matrix structures (Galbraith 2013; Hall 2008, 2013; Wellman 2007). Interestingly, only one of the most observed behaviours across the taxonomy relates to change, and only then in the narrower context of enthusiasm and optimism for advocating change rather than its implementation. This is also of note given the amount of change the BC has gone through as part of the NPM agenda and adverse comments made in a range of UK government reports about BC leadership and competence around change management as discussed in Chapter Four (FCO 2014; NAO 2008; PAC 2008). This evidence is supported by the BC's own internal Staff Survey (BC 2005-2015) in which less than a third of respondents rate change management favourably during the evolution to the matrix structure being deployed.

Having considered the most observed behaviours, let us turn our attention to the findings on the least observed behaviours in the taxonomy as presented in Chart 7.2. below.

Chart 7.2. Phase 1: Least Observed Leadership Behaviours (Lowermost Quartile)

Question in MPS	Mean Score	Meta-category of leadership behaviour
Joins social networks that include outsiders with useful information	2.85	External
Evaluates the job performance of unit members in a systematic way	2.86	Task
Recommends high performing members for appropriate rewards	2.86	Relationship
Encourages sharing of new knowledge with other members of the organisation	2.86	Change
Uses social networks and contacts with outsiders to get useful information	2.87	External
Takes personal risks to push for approval of essential but difficult changes	2.87	Change
Looks for ways to adapt best practices used by other work units or organisations	2.88	Change
Identifies the sequence and schedule of action steps needed to carry out a project	2.90	Task
Develops short-term plans for accomplishing the work unit's tasks	2.94	Task
Plans and organises unit activities to use people, equipment, and resources effectively	2.96	Task
Encourages members to try new methods and learn how they affect performance	2.96	Change
Schedules work activities to avoid delays, duplication of effort, and wasted resources	3.03	Task
Makes assignments that allow members to develop more skills and confidence	3.03	Relationship
Provides helpful career advice and mentoring to members	3.08	Relationship
Keeps informed about advances in technology that are relevant for the work	3.19	External
Conducts a review session after an activity to learn what can be improved	3.22	Change

least observed

Source: author, n = 150, scale of 1-5; 1 = high, 5= low (as per SurveyMonkey standardised tests); scores ranked by mean score as per the Description of Extended and Revised MPS (Yukl 2012b)

Once again, the table demonstrates a spread of behaviours across the taxonomy. However, it is noteworthy that half of the least observed behaviours relate to change-oriented behaviours and associated task-oriented behaviours such as the sequencing of work, sharing of knowledge across teams and effective implementation of activities, particularly in a way that reduces duplication. This insight is significant as it resonates with the discussions in Chapter Two about the espoused problems of co-ordination, duplication of effort and decision making in matrix structures (Bartlett and Ghoshal 1990; Davis and Lawrence 1978; Ford and Randolph 1992; Hall 2008, 2013; Larson and Gobeli 1987; Sy 2013). It is also interesting to discern that change-oriented behaviours relating to innovation and the facilitation of collective learning also fall in the lowermost quartile as do relations-oriented behaviours around developing and coaching. These finding are striking in light of the purported benefits of matrix structures described in Chapter Two and emerging themes in the relevant literature on the importance of change, adaptability, flexibility and empowerment to positive leadership in matrix structures and the effective deployment thereof in organisations (Bartlett and Ghoshal 1990; Galbrath 2009, 2013; Hall 2008, 2013; Kotter 2014; Malloy 2012; Sy 2013; Wellman 2007). These findings also resonate with apparent challenges faced by the BC on change management, inconsistency of delivery, and the implementation of its matrix structure as evidenced in a number of UK government reports (FCO 2014; NAO 2008; PAC 2008) in addition to the BC's own internal staff survey data on similar themes (BC 2005-2015).

7.2.2 Inferential Statistics

As discussed in Chapter Six, in addition to the descriptive analysis outlined above, further statistical analysis was subsequently conducted on the data collected in Phase 1 to explore the behaviours demonstrated during the transition to a matrix structure. This analysis was conducted in collaboration with Ashridge Business School with initial tests investigating behaviours at the meta-category level. The findings from these tests endorsed the descriptive statistics and confirmed that relations-oriented behaviours were demonstrated the most, statistically significantly more often than task-oriented, change-oriented and external behaviours. Furthermore, the tests also established that change-oriented and task-oriented behaviours were demonstrated more than external behaviours. The findings from the inferential analysis at the meta-category level are summarised in Charts 7.3. and 7.4. below.

Chart 7.3. Phase 1: Descriptive Statistics for Meta-Categories of Leadership Behaviours

This table presents statistics for each meta-category of leadership behaviour separately i.e. task-oriented, relations-oriented, change-oriented and external-oriented behaviours.

			95% CI	
Scale	*M*	*SE*	LL	UL
Task-oriented	52.67	1.10	50.48	54.86
Relations-oriented	68.45	1.54	65.40	71.50
Change-oriented	53.05	1.10	50.87	55.22
External-behaviours	40.85	.88	39.11	42.59

Source: author / Ashridge Business School; n = 109; meta-categories presented as per Yukl's (2012) taxonomy

Chart 7.4. Phase 1: Post-hoc Comparisons for Meta-Categories of Leadership Behaviours

This table presents comparative statistics across the meta-categories of leadership behaviour i.e. comparing data about one meta-category to another to identify statistically significant differences.

				95% CI	
Scale		*M difference*	*SE*	LL	UL
Task-oriented	Relations-oriented	-15.78**	1.28	-19. 2	-12.34
	Change-oriented	-0.38	.76	-2.40	1.65
	External-behaviours	11.82**	.93	9.32	14.31
Relations-oriented	Change-oriented	15.40**	.98	12.78	18.03
	External-behaviours	27.60**	1.20	24.36	30.84
Change-oriented	External-behaviours	12.19**	.68	10.36	14.03

Source: author / Ashridge Business School; n = 109; ** $p <$ .008; *meta-categories presented as per Yukl's (2012) taxonomy*

Further inferential analysis was conducted on the data to study the patterns of leadership behaviour within each of the four meta-categories of leadership behaviour i.e. task, relations,

change and external-oriented behaviours. An example for task-relations behaviour is presented below in Charts 7.5. and 7.6. Similar tables for relations, change and external-oriented behaviours can be found in Appendix 7.

Chart 7.5. Phase 1: Descriptive Statistics for Task-Oriented Leadership Behaviours

This table presents statistics for each component behaviour within the meta-category of task-oriented leadership behaviour.

			95% CI	
Scale	*M*	*SE*	LL	UL
Planning activities	12.46	.34	11.79	13.12
Clarifying	13.66	.29	13.09	14.22
Monitoring Operations	12.67	.32	12.05	13.31
Problem solving	13.17	.30	12.56	13.77

Source: author / Ashridge Business School; n = 114

Chart 7.6. Phase 1: Post-hoc Comparisons for Task-Oriented Behaviours

This table presents comparative statistics within the meta-categories of task-oriented leadership behaviour i.e. comparing data about component behaviour to another to identify statistically significant differences.

				95% CI	
Scale		*M difference*	*SE*	LL	UL
Planning activities	Clarifying	-1.20**	.24	-1.85	-0.55
	Monitoring Operations	-.22	.31	-1.06	0.62
	Problem solving	-.71	.27	-1.44	0.02
Clarifying	Monitoring Operations	.98*	.31	.14	1.83
	Problem solving	.49	.26	-.22	1.20
External monitoring	Problem solving	-. 49	. 29	-1. 28	0. 30

*Source: author / Ashridge Business School; n = 114; **p < .008; *p < .05.*

The results from these tests further endorsed the findings from the descriptive analysis. For task-oriented behaviours, clarifying roles was demonstrated the most, statistically significantly more than planning and monitoring behaviours which endorses earlier descriptive analysis. For relations-oriented behaviours, supporting and delegating were observed the most, statistically significantly more than developing member skills. This again validates the previous analysis of the most observed behaviours. The tests for change-oriented behaviours confirmed that envisioning change was observed the most, statistically significantly more often than all other change-oriented behaviours (again echoing previous findings from the descriptive statistics). And lastly, in terms of external-oriented behaviours, networking was observed the most, statistically significantly more often than all other external monitoring behaviours. A more detailed analysis of the inferential statistics including the various statistical tables and calculations can be found in Appendix 7.

7.3. Findings from Phase 2 of Fieldwork

During Phase 2 of the fieldwork, Focus Group Discussions (FGDs) were used to collect data to answer research questions two and three which are as follows:

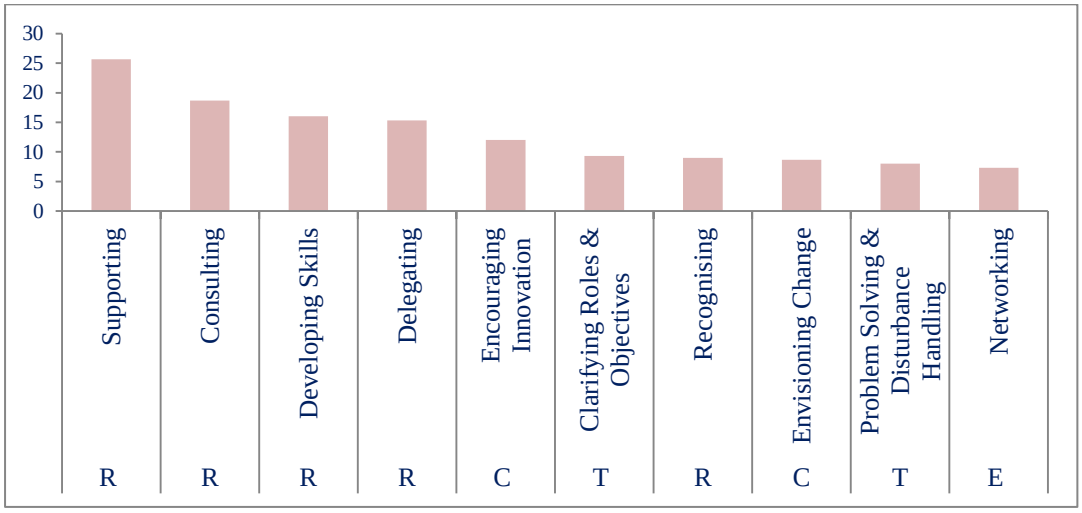
Are there common patterns of behaviour displayed by those who are considered 'good' matrix leaders?

To what extent do those perceived as good matrix leaders switch behaviours during the transition to matrix structures?

Charts 7.7. below illustrates the behaviours of those perceived as 'good' leaders by FGD participants. This is based on frequency analysis during the coding of the FGD transcripts. Following the chart is a brief comparison of the Phase 2 findings with those from Phase 1. Verbatim comments from the FGDs are then presented to support the research findings for research questions two and three.

Chart 7.7. Phase 2: Perceptions of Role Model Leadership Behaviours (FGDs)

Key: T = Task meta-category; R = Relations meta-category; E = External meta-category; C = Change meta-category



Source: author; Y axis represents frequency of reference during coding

Examples of how the data above is evidenced in FGD transcripts are as follows:

'All strong leaders I have known at the Council have that support and that interest in developing people around them' (FGD participant, Regional Leadership, MENA)

'I'm just thinking about leading from behind, developing a new generation of leaders' (FGD Participant, Regional Leadership, Sub-Saharan Africa)

'(in terms of role models) *'somebody who is supporting, who delegates with trust and confidence and who has a vision, who can inspire the country or the British Council as a whole'* (FGD participant, Country Leadership, South Asia)

Reviewing the findings above, there is limited overlap between what may be described as 'role model' behaviours and the most observed behaviours from the Phase 1 data. This indicates only partial alignment between the patterns of observed behaviour and the patterns of behaviours of those perceived as 'good' leaders. Supporting and recognising were reported as observed behaviours in Phase 1 and are cited above as behaviours associated with role models of matrix leadership which suggests a degree of overlap. Similarly, behaviours around delegating were among the most observed in Phase 1 and cited in Phase 2 as behaviours of those perceived as 'good' matrix leaders.

However, what may be described as empowering behaviours such as developing and consulting which were highlighted as some of the least observed behaviours in Phase 1, are

represented strongly above as behaviours associated with role models of leadership in matrix structures. This suggests a divergence between what is observed and what is desired around empowerment, an area highlighted in the literature review as a potential indicator of effective leadership in matrix structures (Galbraith 2009, 2013; Hall 2008, 2013; Wellman 2007).

Similarly, although change-oriented behaviours rarely featured in the most observed behaviours (in fact were among the least observed) in Phase 1, they are clearly articulated above as behaviours demonstrated by 'good' leaders in the matrix structure at the BC. This corroborates the findings from Phases 1 and suggests leaders at the BC are struggling to deliver the purported benefits of the matrix structure deployed i.e. getting beyond silo working, delivering change successfully and responding to multiple objectives simultaneously (Burns 1989; Galbraith 1969, 1971, 1973, 2009, 2013; Hall 2008, 2013; Kolodny 1979; Kotter 2014; Larson and Gobeli 1987; Lord 1986).

The trends for task-oriented behaviours are similar. Behaviours supporting effective problem solving and sequencing of work in a way that minimises duplication both scored in the bottom 10 of observed behaviours in Phase 1 but are highlighted by Phase 2 participants as behaviour demonstrated by 'good' matrix leaders. This again suggests a divergence between observed and desired behaviours in important areas of leadership that support effective matrix structures such as providing clarity on roles and using resources effectively to avoid duplication (Davis and Lawrence 1978; Galbraith 2009, 2013; Hall 2008, 2013; Kotter 1990, 1998, 2014). There is positive evidence, however, of behaviour around clarifying roles which was among the most observed in Phase 1 and cited in the FGDs as behaviour demonstrated by role model leaders.

In addition to providing data on research question two i.e. the behaviours demonstrated by those perceived as 'good' matrix leaders, the FGDs also provided clear evidence for research question three, namely the extent to which 'good' matrix leaders switch behaviours. Verbatim comments from the FGDs strongly indicate that behaviour switching is a key attribute of 'good' matrix leadership, irrespective of the role type or geographical location of participants.

'I'd expect a good leader to vary the leadership behaviours shown, according to context, urgency, the people they are interacting with etc. ' (FGD participant, Country Leadership Sub-Saharan Africa)

'so looking at the one I am thinking of specifically, I would say that this person has a very broad spectrum approach - if you're talking about their ability to network, their ability to represent, these are two aspects - when they talk about advocating, envisaging change I would totally say they are the 'man for all seasons' (FGD participant, Professional Services, Middle East North Africa)

'The person I have in mind does switch their behaviours depending on the audience he is speaking to, whether it's a sort of young recently joined person in the organisation, or an experienced person. Their behaviour changes. They seem to be able to use words and ideas and thinking that is very much aligned to that person' (FGD participant, Regional Leadership, Sub-Saharan Africa)

Although behaviour switching is clearly an important dynamic of 'good' matrix leaders as evidenced above, FGD participants were equally clear that consistency of behaviour is a central behavioural attribute. This is again irrespective of geographical location as the following comments from FGD participants suggest:

'I think the leader who is a role model should display consistent behaviour no matter what the situation is - of course I believe that according to the different context you display very different behaviours - basically if you are consistent about it - so what is the context is it a conflict or a normal situation it should be that you display the same behaviour all across so that's what I think' (FGD participant, Regional Leadership, Sub-Saharan Africa)

'and that I think is my central point: an effective leader is flexible and knows when and how to switch codes and behaviours and can do so' – there's an honesty and consistency about the individual that inspires 'trust' (FGD participant, Regional Leadership, Sub-Saharan Africa)

'I can clearly observe consistency of leadership behaviours and this is what separates for me the managers from the true leaders. (FGD participant, Regional Leadership, Middle East North Africa)

Lastly, in terms of Phase 2 findings, although not necessarily leadership behaviours per se, other topics emerged during the coding of the Phase 2 data when FGD participants were asked to describe 'good' and 'poor' matrix leadership. These are primarily associated with leadership approaches, traits and skills and are ranked in Table 7.1. below according to frequency of reference during coding. Following the table is a brief precis of linkages

between these topics and themes emanating from the literature review. Although the contents of Table 7.1. are not directly related to Yukl's taxonomy and thus arguably beyond the scope of this study, they are germane at this juncture for two reasons. Firstly they help position the broader discussion and analysis in Chapter Eight about perceptions of 'good' leadership in the matrix structure at the BC, ad in turn the extent to which the BC is realising the benefits of its matrix structure. Secondly, these topics help position Chapter Nine which outlines the main conclusions of the study, its limitations and suggestions for future research on leadership in matrix structures. This latter point is important given Leslie and Canwell's (2010) wise observation that effective public sector leaders demonstrate a mix of behaviours, skills and traits in order to minimise the adverse impact of overly complex structures.

Table 7.1. Perceptions of Good and Poor Leadership from Focus Group Discussions

	Perceptions of 'good' leadership		Perceptions of 'poor' leadership
1	Trust / openness / approachability (authenticity)	1	Poor communications
2	Decisive	2	Inflexible / lack of voice of others or diversity
3	Orientation towards others / strengths of others	3	Not releasing responsibility / micro-managing
4	Clarity of communications / thought	4	Inconsistent behaviour / unfairness
5	Fairness / consistency of behaviour	5	Self-orientation / lack of interest or value in others
6	Motivates / inspires	6	Short termism
7	Listening skills / value of different perspectives	7	Lack of self-awareness
8	Flexibility / adaptability	8	Cultural insensitivity
9	Challenging others	9	Lack of listening
10	Space for others to work / autonomy	10	Lack of space to work

Source: author, items presented in rank order as per frequency of reference during coding

NB: as the research is a single case study, there is no inference that these findings are applicable to the wider public sector or private sector. Further research would be required to explore these concepts

Examples of how the data above is evidenced in FGD transcripts are as follows:

(when talking about 'good' leadership) *'I think it's also the soft skills and the softer areas of a person that comes out with the other leadership areas so when a person is consulting their team members there is a general respect that they have for their team members and a value that they have with them'* (FGD participant, Regional Leadership, Sub-Saharan Africa)

(when talking about role model leaders) *'driving ambition, drawing out exceptional performance and pushing people to really push beyond expectations and achieve something outstanding'* (FGD participant, Country Leadership, South Asia)

(when talking about 'good' leadership) *'the patterns were as follows: an intimate and in depth knowledge of their business and the competitive environment; surrounding themselves with the right people (skills & attitude-wise); delegating challenging targets to those people and holding them accountable for delivering results; having a clear vision of what they want to achieve and communicating it clearly; not being scared of change; being extremely good at networking and lobbying for buy-in'* (FGD participant, Professional Services, MENA)

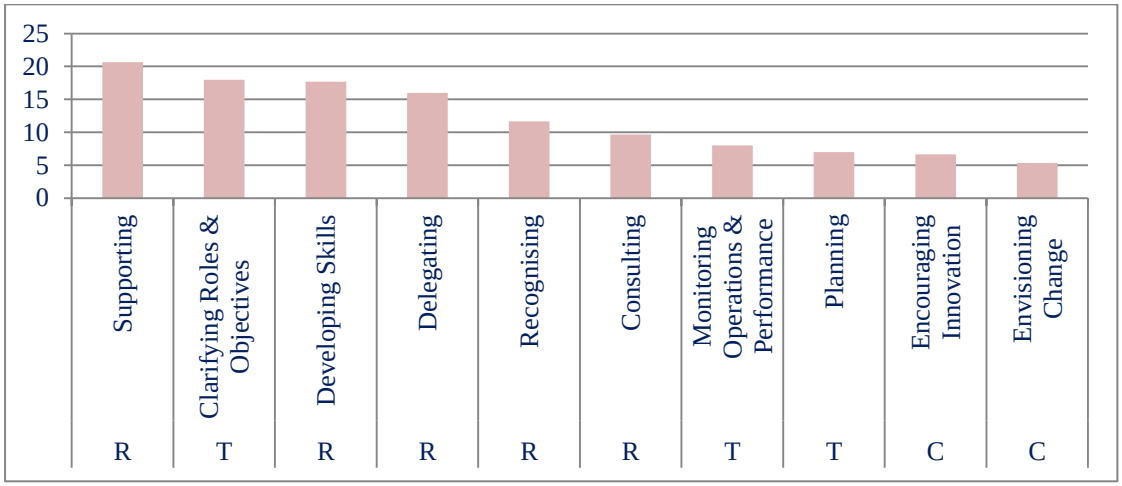
Examining the table above, there is considerable overlap between these topics and themes emerging from the literature review. In terms of leadership styles and approaches, trust and participation were highlighted as key dimensions of positive leadership in the early leadership literature (Argyris 1964; Bennis 1959; McGregor 1960). Similarly, the traits listed above are remarkably similar to those cited by Kirkpatrick and Locke (1991) as ones positively correlating to perceptions of effective leadership i.e. drive, honesty and integrity. Lastly, the emotional aspects of leadership described in Table 7.1. are analogous to discussions in transformational leadership literature and its impact on organisational performance (Bass 1985, 1996a, 1996b; Bass and Riggio 2006; Burns 1978). These themes and the findings from Phase 2 are further discussed and analysed in Chapter Eight.

7.4. Findings from Phase 3 of Fieldwork

Phase 3 of the fieldwork utilised Key Informant Interviews (KIIs) to collect data to further investigate research questions two and three regarding the patterns of behaviour demonstrated by those considered 'good' matrix leaders and the extent to which those 'good' leaders switch behaviours. The findings from the KIIs are summarised in Chart 7.8. below. As with Phase 2, the chart demonstrates behaviours ranked by frequency of reference during the coding of the Phase 3 transcripts. Following the table is a summary of the trends emerging from the Phase 3 of fieldwork and how it builds on the findings from Phase 2.

Chart 7.8. Phase 3: Perceptions of Role Model Leadership Behaviours (KIIs)

Key: T = Task meta-category; R = Relations meta-category; E = External meta-category; C = Change meta-category



Source: author, Y axis represents frequency of reference during coding

Examples of how the data above is evidenced in KII transcripts are as follows:

(when talking about role models) *'being supporting, but absolutely he was really clear what he wanted me to do it was a really difficult job but he was very clear about it and if I asked questions, and sometimes I asked him difficult questions, he would give me an answer - he absolutely helped me or I needed him to speak to other EB (Executive Board) members he did it and I knew it was hard for him because I knew there were problems and he absolutely recognised what I did'* (Key Informant Interviewee, Country Leadership, Sub-Saharan)

(when talking about 'good' leadership) *'it's about encouraging that thought process - how are you going to make that happen, which ultimately is planning and everything – the output you're going to measure, whether it's working or not'* (Key Informant Interviewee, Country Leadership, MENA)

(when talking about role model leadership) *'absolutely there was a mix of all these skills and recognising - so you know he had my back - acknowledgement and recognition*' (Key Informant Interviewee, Professional Services, South Asia)

The findings above clearly substantiate the findings from Phase 2 in terms of perceptions of 'good' leadership in matrix structures and also the apparent divergence between what is observed and what is desired. Analogous to Phase 2, relations-oriented behaviours such as supporting and recognising are cited in Phase 3 as behaviours associated with 'good' matrix leadership. This is encouraging given the discussion above about the importance of the social and human dimensions of matrix structures. Similarly, Phase 3 data highlights the findings from Phase 2 that the empowering behaviours of developing and consulting are behaviours

demonstrated by ‘good’ matrix leaders (although were among the least observed in Phase 1). Equally, examining the data for change-oriented behaviours, these are again cited among Phase 3 participants as behaviours associate with ‘good’ matrix leaders despite not being among the most observed in Phases 1. Parallel findings are apparent for task-oriented behaviours such as planning and monitoring operations which were among some of the least observed behaviours in Phase 1 but are evidenced by KII participants as key to ‘good’ matrix leadership.

Verbatim comments from the Phase 3 KIIs further verify the findings from Phase 2 and strongly support the notion that behaviour switching is a key dynamic of ‘good’ matrix leaders. Again, akin to Phase 2, these findings are constant irrespective of the role type or geographical location of participants.

‘effective leadership means that you’ve got to sometimes have directive leadership and then sometimes you’d have participatory leadership and finding the right balance when is the right time for I think is also something that is very important because you cannot always be a participatory leader, always be a prescriptive leader’ (Key Informant Interviewee, Country Leadership, Middle East North Africa)

(when describing a role model of leadership in matrix structures) *people who are flexing in different situations’* (Key Informant Interviewee, Regional Leadership, South Asia)

‘in an ideal world a good leader would know how to behave appropriately based on who they are’ (Key Informant Interviewee, Country Leadership, Sub-Saharan Africa)

(when describing good leadership) *‘being able to do that sort of helicopter thing, moving from a strategic to the operational to the tactical is absolutely fundamental because it’s part of that gap spotting’* (Key Informant Interviewee, Country Leadership, Sub-Saharan Africa)

Comparable to Phase 2, additional topics emerged during the KIIs in Phase 3 when key informants were asked to describe ‘good’ and ‘poor’ matrix leaders. These are summarised in Table 7.2. based on frequency of reference during coding. Following the table is a brief summary of the findings compared to those from Phase 2 and connections to emerging themes from the literature review in Chapter Three.

Table 7.2. Perceptions of Good and Poor Leadership from Key Informant Interviews

	Perceptions of 'good' leadership		Perceptions of 'poor' leadership
1	Trust	1	Indecisive
2	Listening skills	2	Low standards / lack of aspiration
3	Decisive	3	Lack of strategic thinking / short termism
4	Challenging self and others	4	Silo working
5	Fairness / consistent	5	Lack of fairness / inconsistent
6	Provides space and autonomy for work	6	Lack of candour
7	Sets others up for success	7	Lack of congruence between words and actions
8	Visible / accessible	8	Single minded / doesn't check with others
9	Candid / provides feedback	9	Risk averse
10	Sets high standards	10	Avoids challenge / difficult conversations

Source: author, items presented in rank order as per frequency of reference during coding

as the research is a single case study, there is no inference that these findings are applicable to the wider public sector or private sector. Further research would be required to explore these concepts.

Examples of how the data above is evidenced in KII transcripts are as follows:

'this person holds himself accountable, sets high standards for himself and expects the same out of other persons and sets them up to succeed, very strong at a global level but equipping people with the right skills, building their confidence and setting them up to succeed formally and informally and if we look at the taxonomy there is a lot of 'developing', they are they are in developing people around them' (Key Informant Interviewee, Country Leadership, MENA)

(when talking about role model leaders) *'one good experience establishes the trust and one bad experience will diminish the trust'* (Key Informant Interviewee, Professional Services, South Asia)

(when talking about 'good' leaders) *'they listen and they work with you collaboratively on possible solutions or possible ways of addressing it'* (Key Informant Interviewee, Professional Services, South Asia)

These findings are strikingly similar to those from Phase 2 and further endorse the findings from the FGDs about perceptions of 'good' and 'poor' matrix leadership, and links to themes evolving from the literature review around effective leadership i.e. trust and participation (Argyris 1964; Bennis 1959; McGregor 1960), drive, honesty and integrity (Kirkpatrick and Locke 1991) and the importance emotion in leadership to deliver transformation (Bass 1985, 1996a, 1996b; Bass and Riggio 2006; Burns 1978).

7.5. Summary

This chapter has presented the main findings from the three phases of fieldwork, displaying each in sequential order to establish how the research methods and approaches in Chapters Five and Six answered the research questions first outlined in Chapter One. More detailed charts and analysis of the findings from Phase 1 can be found in Appendices 6 and 7 and sample transcripts for Phases 2 and 3 can be found in Appendices 11 and 15 respectively. The next chapter, Chapter Eight, explores these findings more holistically and discusses them in the context of the wider research aims. The purpose of this is to demonstrate the various contributions the research makes theoretically in the fields of leadership behaviour and matrix structures, empirically, and also practically to the BC. Chapter Eight also outlines the contribution this study makes to the wider academic discourse on NPM which, as noted in Chapters One and Two, is the secondary aim of the study.

Chapter Eight – Leading the Matrix: Towards an Emerging Picture of Behaviours, Traits and Skills

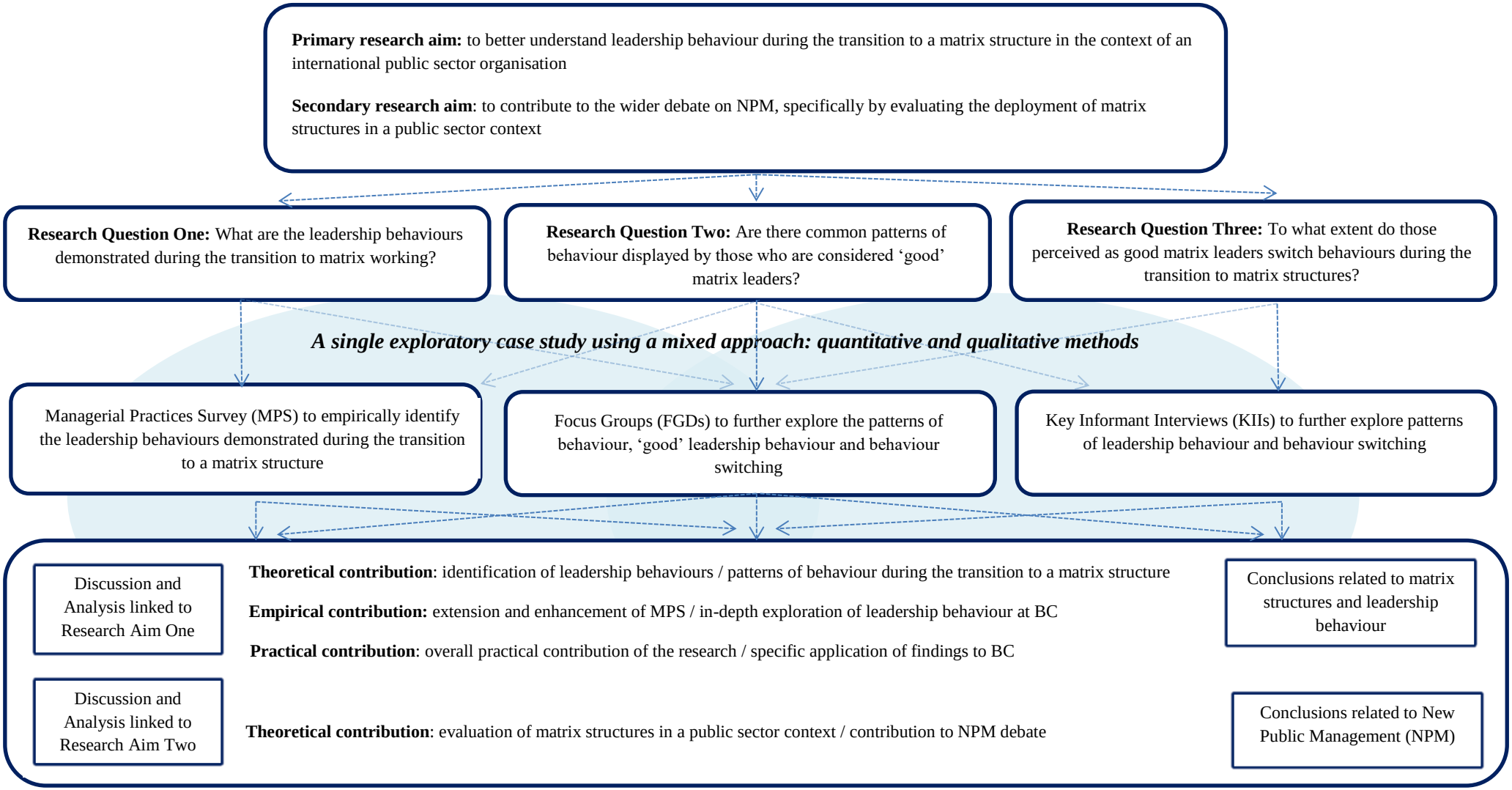
8.1. Introduction

Chapter Seven outlined the main research findings of the study. This chapter builds on those deliberations and discusses the implications of the findings more holistically, analysing them in the context of the research aims and extant literature. The chapter starts by summarily revisiting the research process and how the research aims and questions were operationalised to gather data and generate findings. This includes an overview of the various contributions the study seeks to makes to academic inquiry in the relevant fields. The chapter then presents discussion and analyses the contributions to knowledge in greater detail, especially as they relate to each research aim. This analysis and discussion incorporates extensive reference to the relevant literature and describes how the findings add theoretically, empirically and practically to the knowledge base on leadership, matrix structures and New Public Management (NPM).

8.2. Summary of research process

Prior to analysing and discussing the findings and contributions in detail, it is helpful to briefly review the research process and how the various aspects of the study coalesced to generate the findings presented in Chapter Seven and augment existing knowledge. This process is summarised in Figure 8.1. overleaf.

Figure 8.1. Conceptual Map of Research Aims, Questions, Methodology, Contributions and Conclusions



Source: author

As delineated in Figure 8.1. above, the study contributes theoretically, empirically and practically to research aim one and theoretically to research aim two. Let us now examine these respective contributions in more detail.

8.3. Contributions related to research aim one: understanding leadership behaviour during the transition to a matrix structure

8.3.1. Theoretical contribution: leadership in matrix structures

This section describes the main additions the study makes to existing knowledge in the fields of leadership and matrix structures. To briefly recap, emerging from a comprehensive literature review, as outlined in Chapters Two and Three, four central themes were apparent. Firstly, the matrix is an increasingly common organisational form with recent research showing that some 86% of *FTSE 50* and 94% of *Fortune 50* companies currently deploy some form of matrix structure (Global Integration 2013). Secondly, organisations who have adopted such structures do so to realise a range of benefits such as the ability to respond to multiple priorities (Hall 2013; Kotter 2014; Wellbelove 2015), improved quality of communication (Joyce 1986; Sy 2013), more effective use of shared resources (Galbraith 2009, 2013; Sy 2013), faster decision making (Lawrence and Davis 1978), access to more diverse skills (Galbraith 2013; Hall 2013; Metcalfe 2014) and better integration between teams (Hall 2008, 2013; Kotter 2014). Thirdly, during the transition to matrix structures, organisations encounter a range of challenges in making them operate effectively. Such challenges include increased managerial layers (Davis and Lawrence 1978), additional overhead costs (Sy 2013), unclear accountabilities and responsibilities (Bazigos and Harter 2016; Sy 2013), duplication of effort (Wellbelove 2015), increased conflict (de Laat 1994; Bazigos and Harter 2016; Corkindale 2008) and slower decision making (Aghina et al 2014; Anderson 1994; Davis and Lawrence 1978; Wellbelove 2015). Lastly, in order to maximise the benefits and minimise the downsides of matrix structures, an enhanced understanding of the human dimension and behaviours that drive effective matrix structures, rather than the structure itself, appears crucial (Aghina et al 2014; Bartlett and Ghoshal 1994; Corkindale 2008; Galbraith 2009. 2013; Goffee and Scase 2015; Sy 2013; Sy and Cote 2003; Wellbelove 2015).

Pursuant to these debates, practitioners and academics are naturally keen to understand how to make matrix structures operate more effectively (Galbraith 2009, 2013; Hall 2008, 2013; Levinthal and Workiewicz 2015; Metcalfe 2014; Sy 2013; Wellbelove 2015). Within this

discussion, leadership behaviour emerges as a possible yet a comparatively poorly defined facet of effective matrix structures (Corkindale 2008; Hall 2008, 2013; Galbraith 2013; Sy 2013; Wellman 2007). This study, by identifying the specific leadership behaviours and the patterns of behaviour demonstrated by those perceived as 'good' matrix leaders, addresses this gap and advances knowledge in the fields of leadership and matrix structures in a number of ways, as outlined below.

Analysing the research findings presented in Chapter Seven, for example, it is clear that those considered 'good' matrix leaders demonstrate similar patterns of behaviour across the meta-categories of Yukl's (2012) widely applied taxonomy of leadership behaviour. In terms of relations-oriented behaviours, for example, 'good' leaders are identified as demonstrating five component behaviours: recognising, supporting, consulting, delegating, and developing. Analysis of data from Phases 2 and 3 further underlines the importance of these behaviours and the significance of what may be described as empowering behaviours i.e. consulting, delegating, and developing, all of which ranked in the most observed behaviours demonstrated by 'good' matrix leaders. These findings are consistent with themes in the literature around the social and human dimensions of matrix structures (Andersen 1994; Bartlett and Ghoshal 1994; Hall 2008, 2013; Galbraith 2013; Wellbelove 2015; Wellman 2007) and endorse earlier studies which underlined the importance of empowerment as a positive leadership attribute in matrix structures (Galbraith 2013; Malloy 2012; Sy 2013; Wellman 2007). However, unlike previous studies which referred to the social dimensions of matrix leadership or leadership behaviour in passing, this study provides empirical evidence of the specific relations-oriented behaviours demonstrated by those perceived as 'good' leaders.

Similarly, this study informs and enhances our understanding of leadership behaviour in matrix structures through identifying the specific task, change and external-oriented behaviours of those perceived as 'good' matrix leaders. In terms of task-oriented behaviours, the findings clearly demonstrate the importance of component behaviours such as planning, clarifying and problem solving to perceptions of 'good' leadership in matrix structures. Analysis of Phase 2 and 3 data further confirmed this: clarifying behaviours were highlighted among the top 10 behaviours demonstrated by those considered 'good' matrix leaders, as were the component behaviours of planning and problem solving.

Further, the data also illustrates that change-oriented behaviours of envisioning change and encouraging innovation, as well as external-oriented behaviours around networking play an equally central role in perceptions of 'good' matrix leadership. Analysis of Phase 2 and 3 data further confirmed these findings: envisioning change, encouraging innovation and networking were all ranked among the top 10 behaviours demonstrated by those considered 'good' matrix leaders. These findings are consistent with themes emerging from the extant literature around the need for clarity of roles and responsibilities in matrix structures (Sy 2013), the requirement to simultaneously balance existing operations and change (Bartlett and Ghoshal 1994; Kotter 2014) and the importance of building and maintaining broad networks of influence across various teams to achieve organisational goals (Anderson 1994; Galbraith 2013; Hall 2008, 2013; Sy 2013; Wellbelove 2015). However, unlike previous academic inquiry which mentions leadership behaviour and concepts of 'good' leadership in matrix structures generically, this study, by empirically identifying the specific change and external component behaviours of those considered 'good' matrix leaders, enhances existing knowledge.

Secondly, building on the above points, the study advances our understanding of contingency and transformational theories of leadership. As discussed in Chapter Three, contingency theories of leadership explore how situational and contextual factors inform and influence leadership behaviour (Blake and Mouton 1964; Fielder 1967, 1971, 1987; Hersey and Blanchard 1969; Vroom and Yetton 1973). In parallel, scholars postulate that certain leadership behaviours produce what is commonly referred to as transformational leadership (Bass and Riggio 2006; Bass et al 1996; Burns 1978) which motivates, inspires, and increases the commitment of subordinates as well as improving overall organisational performance (Afsar et al 2014; García-Morales et al 2008; Jung et al 2008; Leban and Zulauf 2004).

Examining the research findings from this study with reference to contingency theories of leadership, it is evident that leadership behaviour in matrix structures adheres to the major precepts in the literature. Research participants in Phases 2 and 3 of the fieldwork consistently reported that 'good' matrix leaders changed their behaviour according to the situation at hand as previously noted by a number of scholars (Adair 2002, 2004; Blake and Mouton 1964; House 1976, 1991; Vroom and Jago 1988; Vroom and Sternberg 2002). Similarly, participants reported that those perceived as 'good' leaders adeptly switched behaviours depending on who they were interacting with, which is again consistent with earlier notions of 'good' leadership (Hersey 1985; Hersey and Blanchard 2008). However,

further analysis of the research findings signals two additional contributions arising from this study.

Firstly, the data establishes that that consistency of behaviour across situations and contexts, not just behaviour switching, is an attribute of 'good' matrix leadership. A central theme in the data from Phases 2 and 3 was that those considered 'good' leaders, whilst able to switch behaviour, behaved consistently over time i.e. they demonstrated consistent behaviours when faced with similar situations and the pattern of behaviour was stable and predictable. This consistency led to perceptions of 'good' leadership.

Secondly, the study provides additional theoretical insights by challenging the view that perceptions of 'good' leadership vary across cultural contexts (Muczyk and Holt 2008). Phases 2 and 3 of fieldwork produced close to 200 pages of transcripts and over 80,000 words of data. Although the study did not seek to systematically explore regional or cultural variations, nor variations in perception by role type, no significant differences were found between perceptions of 'good' leadership behaviour across the regions studied (Middle East and North Africa, South Asia and Sub-Saharan Africa). Nor did there appear to be substantial variances in perceptions based on role types i.e. between those in regional leadership roles, professional services or country leadership. This is in contrast to the argument posited by Muczyk and Holt (2008) and anecdotal perspectives among practitioners (Bains 2015; Chamorro-Premuzic and Sanger 2016) that cultural context affects perceptions of 'good' leadership. The reasons for such common perspectives of 'good' matrix leadership at the BC are beyond the scope of this study but certainly warrant further academic enquiry. It could, for example, be rooted in the international nature of the BC as an organisation, aspects of its internal culture, or perhaps some form of self-selection process of those who join. This points to a need for supplementary exploration of contingency theories of leadership as further discussed in Chapter Nine.

In terms of transformational leadership, the findings from this study are broadly consistent with the main behavioural constructs emerging from the extant literature. The data from Phases 2 and 3 clearly demonstrates, for example, the importance of behavioural role modelling, highlighted by Bass and Riggio (2006) as a core aspect of transformational leadership. Seeing someone as a 'role model' was a central theme in the findings in terms of perception of 'good' matrix leadership. Correspondingly, the findings validate the notions, earlier identified by Bass (1985, 1996a, 1996b) and Bass and Riggio (2006), that 'good'

leaders demonstrate the appropriate behaviours at the appropriate time and are individuals that followers seek to emulate.

Further analysis of the data, however, reveals additional insights which enhance the current knowledge base around transformational leadership and the notions put forth by Bass and Riggio (2006: 21) on the importance of the concepts of 'inspirational motivation', 'idealised influence' (ibid: 21), 'individualised consideration' (ibid: 21) and 'intellectual stimulation' (ibid: 21) as central constructs in transformational leadership theory. Unlike the work of Bass and Riggio (2006) and Yukl (2010, 2012) which describe these notions in generic terms, this study, by empirically identifying the specific component behaviours that underpin these concepts, advances understanding of transformational leadership.

Regarding 'idealised influence', for example, descriptive analysis of Phase 1 data demonstrates that advocating change was among the most observed behaviours in the matrix structure at the BC. Inferential analysis confirmed this demonstrating that advocating change and envisioning change were among the most observed behaviours, with envisioning change being observed statistically significantly more than other behaviours in the meta-category. Analysis of Phase 2 and 3 data further supported the importance of these change-related behaviours in perceptions of 'good' matrix leadership as encouraging innovation and envisioning change both ranked in the top 10 behaviours demonstrated by those considered role model leaders. These findings, by providing more detailed description of the leadership behaviours that underpin the concept of 'idealised influence', thus enhance what is known about transformational leadership theory.

Similarly, with regard to 'individualised consideration' the data demonstrates the component leadership behaviours that underpin this concept and lead to perceptions of 'good' or 'transformational leaders'. Descriptive analysis of Phase 1 data highlighted that two thirds of the most observed leadership behaviours within the matrix structure at the BC were relations-oriented behaviours. Inferential analysis further confirmed this demonstrating that across the meta-categories relations-oriented behaviours were demonstrated the most, statistically significantly more than other behaviours. Analysis of data from Phases 2 and 3 further confirms this demonstrating that supporting, consulting, delegating and developing others, were all ranked in the top 10 behaviours demonstrated by those considered 'good' or transformational leaders.

In addition, the findings also further enrich understanding of the concept of 'intellectual stimulation'. Research participants in Phases 2 and 3 consistently commented that leaders who utilised questioning techniques to challenge assumptions stimulated followers mentally and that this willingness to question and be questioned led to perceptions of 'good' matrix leadership. Similarly, frequency analysis of the coded transcripts highlighted that 'challenging self and others', 'listening', 'seeking diverse views' and 'openness' all ranked in the top 10 attributes of those considered 'good' matrix leaders.

Similarly, the study contributes to what is known about the concept of 'inspirational motivation'. Analysis of the data from Phases 2 and 3 of the field work highlights that leadership approaches based on an orientation towards others, and ones where leaders challenged themselves and others, set high standards created a sense of inspiring motivation. Furthermore, clarity of thought and communications further lead to perceptions of inspirational motivation.

Further to the above arguments, the study extends transformational leadership theory in a new context. Previous academic endeavours in the field have largely focussed on exploring how transformational leadership influenced organisational performance (Leban and Zulauf 2004; Jung et al 2008), links between personality traits and transformational leadership (Bono and Ilies 2006; Bono and Judge 2004), the connections between transformational leadership and organisational innovation (Afsar et al 2014; García-Morales et al 2008) and explored transformational leadership in a project context (Keller 2006). To date however, transformational leadership theory has not been explored in the context of a matrix structure. The study, by identifying the specific component behaviours described above of those considered 'good' or transformational leaders, and by further defining the behaviours that constitute 'idealised influence' and 'individual consideration' thus enhances current knowledge.

Lastly, the findings from the study also contribute theoretically to the first research aim by indicating a synthesis of the leadership behaviours, approach, skills, and traits that constitute 'good' leadership in matrix structures. Although the study was primarily focussed on leadership behaviour, Phases 2 and 3 of the fieldwork generated significant amounts of data on leadership approach (Argyris 1964; Bennis 1959; McGregor 1960; Mintzberg 1973), leadership traits (Bird 1940; Mann 1959; McCall and Lombardo 1983; Stogdill 1948) and leadership skills (Katz 1955; Mumford et al 2000, 2007; Zaccaro 2007, Zaccaro et al 2008),

each of which, as discussed in Chapter Three, are significant avenues of academic endeavour on leadership. The findings from this study provide a direct response to Yukl's (2012) contention that leadership behaviours are not the same as skills, values, and personality traits, and his call for future studies to 'investigate how the different types of constructs jointly explain leader influence on work unit performance and other outcomes' (ibid: 80). The insights derived from the study advance understanding on leadership approaches, traits and skills in a number of ways.

With regard to leadership approach, the research findings validate previous scholarly findings on the importance of trust and participation as attributes of those considered 'good' leaders (Adair 2002, 2004; Argyris 1964; Bennis 1959; McGregor 1960). Research participants in Phases 2 and 3 of fieldwork frequently described 'good' leadership approaches in the matrix structure at the BC as those that engendered trust. In fact, 'trust' ranked as the most frequent word associated with 'good' matrix leadership in the coding of transcripts. Similarly, analysis of the data demonstrates a high frequency of words and phrases associated with participative approaches: 'orientation towards others', 'listening', 'approachability' and 'feedback' all ranked in the top 10 (correspondingly, the antonyms of these words ranked in the top 10 words most commonly associated with poor or ineffective matrix leadership). These similarities aside, closer examination of the findings reveal further insights. The coding of the transcripts highlights that those perceived as 'good' leaders in matrix structures adopt approaches that demand high standards of self and others as well as approaches that encourage the questioning of assumptions (both of these ranked in the top 10 words from the frequency coding of Phase 2 and 3 transcripts).

Similarly, in relation to trait based leadership theories, the data provides additional insights to what is currently known. The research findings support the notion that perceptions of 'good' leadership are grounded in traits such as drive, honesty and integrity which have been previously identified by scholars as traits that correlate positively to perceptions of effective leadership (Kirkpatrick and Locke 1991; Wellman 2007; Yukl 2010). 'Drive', 'honesty' and 'integrity' all ranked in the top 10 of words most frequently associated with 'good' matrix leadership during Phase 2 and 3 (as above, their opposites ranked in the traits most associated with poor or ineffective matrix leadership). Additionally, however, the study highlights that 'visibility' and 'accessibility' (both of which ranked in the top 10) are also traits of those perceived as 'good' matrix leaders.

With regard to leadership skills, the findings also enhance the current stock of knowledge. The data confirms earlier scholarly perspectives on the importance of interpersonal skills (particularly communication skills), conceptual skills (specifically the ability to deal with complexity) as skills associated with 'good' leaders (Mumford et al 2000; Wellman 2007; Yukl 2010). 'Clarity of thought and communication', 'listening skills', 'decisiveness' and a 'willingness to encourage diverse opinions' all ranked in the top 10 most frequently used words in the Phase 2 and 3 coding when participants were asked to describe 'good' matrix leaders. However the findings provide no support for the argument that technical skills, identified in previous academic discourse as important leadership skills (Yukl 2010), are significant in the context of matrix structures. Indeed, technical skills were rarely mentioned by research participants as skills utilised by 'good' matrix leaders; nor did they rank in the top 10 of most frequently used words in either Phase 2 or Phase 3 coding.

It should be noted, however, that this research was principally designed as a study of leadership behaviour, not leadership approaches, traits or skills. Whilst the fieldwork produced data and insights in these other areas, the research was not designed to explore the inter-relationships between the various elements nor the influence of a particular aspect of matrix leadership on another. Thus, it is not possible to infer any causal relationships from the data. Given the research findings, and previous academic discussions on these themes, however, there are clearly avenues here that warrant further scholarly inquiry and these are discussed in Chapter Nine.

In addition to the theoretical contributions outlined above, the research makes a number of empirical contributions related to research aim one. These are described in the following section.

8.3.2. Empirical contributions: enhancing methodological approaches to leadership research

The methodology of this study adds to existing empirical knowledge in the field of leadership research in three main areas. Firstly, it extends the application of Yukl's (2012) taxonomy of leadership behaviour and Managerial Practices Survey (MPS) to a new context i. e. in an international public sector organisation. Secondly, it helps addresses the deficiencies in of survey based approaches in leadership research as defined by Yukl (1999, 2010, 2012). And

thirdly, the study provides an in-depth empirical investigation of the phenomenon of leadership behaviour in the matrix structure at the BC, providing insights for the organisation itself and for other organisations both within and beyond the public sector. These three areas were all identified in Chapters Two, Three and Four as topics on which there were deficiencies in the current stock of knowledge. Let us now examine each in more detail.

Regarding the first point, as noted in Chapter Three, Yukl's (2012) taxonomy of leadership behaviour and MPS have been applied and validated in various studies (Kim and Yukl 1995; Yukl and Mahsud 2010; Yukl and Taber 2002; Yukl 1999, 2002, 2009, 2010, 2012). In addition, both have been used in both the private and public sector (Yukl 1999), with small and medium companies (Yukl 1999; Yukl and Taber 2002), and in a variety of industrial sectors (Agnew and Flin 2014; Hassan et al 2013; Mahsud et al 2010; Seifert and Yukl 2010, Yukl et al 2009; Yukl et al 2013; Yukl 2008). However, to date neither the Yukl taxonomy nor the MPS have been deployed to empirically test leadership behaviour in an international public sector matrix structure such as that of the BC. This research, by utilising the taxonomy and the MPS in this new context, both extends their use and provides further validatory evidence on the Yukl taxonomy and application of the MPS.

Secondly, building on the above argument, this research enhances empirical understanding by explicitly addressing the various deficiencies of survey based approaches to leadership research as identified by Yukl (1999, 2010, 2012). These deficiencies centre around two main areas, namely the general limitations of survey based approaches, including the MPS, in studies of leadership behaviour; and secondly, the need to complement quantitative methods with qualitative instruments in such studies.

Firstly, with regard to the generic limitations of survey based approaches, Yukl (1999, 2010, 2012) advocates for research designs that incorporate as broad a range of behaviours as possible, arguing that studies using selected behaviour scales 'miss the opportunity to collect rich, descriptive information on leadership behaviour' (Yukl 2010: 129). Yukl (2009) also contends that larger samples should be utilised to further strengthen research findings. This study, unlike other recent research deploying Yukl's taxonomy and MPS, specifically incorporated these points into its design to address the deficiencies outlined above. For example, in examining Agnew and Flin's (2014) study of leadership behaviour in the medical sector in Scotland, the short version of the MPS was used which runs contrary to Yukl's

(1999) advice. This study, by contrast, deployed the full version of the MPS as recommended by Yukl (2012). Similarly, the sample size of the Agnew and Flin (2014) study is relatively small (82 participants) and thus does not arguably address Yukl's (2009) appeal for larger samples. The design of this study incorporated a sample of 205, comfortably sufficient for the research population based on published scales (Bartlett et al 2001). Correspondingly, whereas Agnew and Flin's (2014) study sampled data in one location, this research collected data from 41 countries across three global regions (South Asia, Middle East and North Africa, and Sub-Saharan Africa) which further responds to the deficiency above on sample size.

Secondly, in relation to the need to complement quantitative methods with qualitative instruments in studies of leadership behaviour, this research was deliberately designed to respond to this challenge in a number of ways. Yukl (1999, 2010) argues that quantitative surveys, including the MPS, when used alone tend to exaggerate the importance of individual leaders. Furthermore he contends that surveys alone may 'miss the opportunity to examine a wide range of behaviours' (Yukl 2010: 129). Previous empirical work which deployed the MPS as the sole research instrument to explore leadership behaviour (Yukl et al 2013; Mahsud et al 2010; Seifert and Yukl 2010, Yukl et al 2009; Yukl et al 2013; Yukl 2008) thus risked these limitations. This study, however, purposefully incorporated qualitative instruments such as Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) alongside the MPS to mitigate this deficiency and garner potentially richer insights into leadership behaviours. Although some previous studies have used qualitative instruments to complement the MPS (cf. Agnew and Flin 2014), their use was arguably limited e. g. only one instrument deployed (semi-structured interviews) and with a relatively small sample size (n= 15). This research, by contrast, deployed both FGDs and KIIs and involved four times as many people. It thus addresses the concern outlined above and enhances empirical knowledge.

Building on the latter point, Yukl (2012) also advocates for research designs which assesses leadership behaviours from a multiple stakeholder perspective. Reviewing recent studies that deployed the MPS to explore leadership behaviour (Agnew and Flin 2014; Yukl et al 2013) it appears that this concern has often not been addressed. Agnew and Flin's (2014) study of leadership behaviour, for example, conducted interviews with one participant type in one location. Furthermore, participants were only asked to rate the behaviours of their immediate

supervisor. Thus, the insights garnered were arguably rather narrow in focus and did not provide adequate perspective from multiple stakeholders. Similarly, in the Yukl et al (2013) study, participants were again only required to rate their immediate supervisor. The findings thus face similar limitations as acknowledged by the authors. The design of this study, by comparison, incorporated various measures to assess leadership behaviour from a multiple stakeholder perspective. Firstly, by sampling data from participants in four different role types (country management, regional management, professional services and business management) the study gained perspectives from different stakeholders across the matrix structure at the BC. Secondly, the research sample was designed to incorporate views from multiple locations around the world as described above, thus expanding the breadth of research perspectives garnered. And lastly, the design of the FGDs and KIIs explicitly asked participants to describe the leadership behaviours of matrix leaders across the structure at the BC, not just of their immediate supervisor, further augmenting the range of insights gained. The study thus substantively responds to Yukl's (2012) call for assessment of leadership behaviour from the perspective of multiple stakeholders and provides empirical insights and examples of how this can be achieved.

Lastly this study builds on current knowledge to answer Yukl's (2009, 2010, 2012) call for leadership research that utilises 'strong methods' (Yukl 2012: 79) such as intensive longitudinal case studies. Yukl (2009: 52) further advocates for designs that incorporate a variety of data collection methods to 'measure behaviours, skills, motivation, values, and beliefs for multiple leaders and members'. As discussed above, Yukl's (2012) taxonomy of leadership behaviour has been extensively applied (Kim and Yukl 1995; Yukl and Mahsud 2010; Yukl and Taber 2002; Yukl 1999, 2002, 2009, 2010, 2012) and used in numerous studies of leadership behaviour (Agnew and Flin 2014; Hassan et al 2013; Yukl et al 2013). However, to date, academic endeavour on leadership behaviour has not fully responded to Yukl's (2009, 2010) call for intensive longitudinal case study research that incorporates a variety of data collection methods. Angew and Flin's (2014) study, for example, although a case study using surveys and interviews is arguably too small (n=97) to be termed an intensive study. In addition there is no evidence to suggest it was longitudinal in nature. Similarly, the Hassan et al (2013) and Yukl et al (2013) studies are arguably cross-sectional rather than longitudinal in nature. Whilst both studies collected data at intervals two weeks apart, this is arguably an insufficiently short time timeframe for the research to be classified longitudinal i.e. conducted over an 'extended period of time' (Saunders et al 2012: 674). The

fieldwork for this research study, by comparison, was multi-country in design, conducted over a 12 month period and collected data using three different methods at three different intervals each 2-3 months apart. It therefore comfortably meets the definition of a longitudinal study as defined by Saunders et al (2012). Furthermore, the design of the study purposefully addressed the limitations of case study research as described in Chapter Five (Table 5. 3.) to ensure rigour as defined by Yin (2014). Additionally, the FGDs and KIIs by were explicitly designed to cover themes central to the study and thus provide 'a consistent line of inquiry' (Yin 2014: 110) further enhancing the intensity of the case study. Consequently, the empirical approach adopted not only thus responds to Yukl's (2009, 2010) call for strong methods such as intensive longitudinal case studies that deploy a variety of methods, it provides empirical guidance for future scholars on how this can be achieved.

The in-depth nature of the study also provides a range of practical insights for the BC and other organisations in the fields of leadership behaviour and matrix structures. These are described in the next section.

8.3.3. Practical contributions: leadership in matrix structures

This section outlines the overall practical contributions the study makes to the fields of leadership and matrix structures. It also details how the findings from the research have been applied to realise practical benefits to the BC. Let us examine the overall practical contributions first.

Pursuant to discussions in Chapters Two, Three and Four, a number of related issues surfaced from the literature on matrix structures, leadership and New Public Management (NPM). Firstly, in the field of matrix structures, there has been a significant increase in academic and practitioner interest in the social and human dimension of matrix structures (Bazigos and Harter 2016; de Smet et al 2016; Corkindale 2008; Hall 2008, 2013; Metcalfe 2015; Kotter 2014; Satel 2015; Wellbelove 2015). Correspondingly, there has been a desire among practitioners and academics to better understand how 'good' leadership can help make matrix structures more effective (Galbraith 2013; Hall 2008, 2013; Levinthal and Workiewicz 2015; Metcalfe 2015; Sy 2013). In addition, in the wider debate on NPM, scholars have been keen to explore the trends around re-structuring of public sector organisations and how this has been a 'ubiquitous feature' (Pollitt and Bouckaert 2004: 81) of NPM reforms in many countries including the UK (Brown 2004; Kalay and Lynn 2016; Micheli et al 2012; O'Reilly

and Reed 2010). And lastly, amid the tumult of NPM reform in the UK context, there has been a marked increase in the desire to better understand how leadership and leadership behaviours drive effective public service delivery (Bordogna 2015; Carter 2005; FCO 2014; Gunter et al 2013; PIU 2001; O'Reilly and Reed 2010; Van Dooren et al 2015). This study synthesises these three areas and, by empirically identifying the patterns of leadership behaviours of those perceived as 'good' matrix leaders, offers a range of practical insights. Furthermore, by signalling an emerging synthesis of leadership behaviours, approach, traits and skills of those perceived as 'good' matrix leaders, the findings provide practical guidance to organisations in a number of areas, as outlined summarily below.

For example, by demonstrating the specific relations, task, change and external-oriented behaviours of those considered 'good matrix leaders, the study provides useful guidance to organisations when assessing and revising their HR systems in order to increase the effectiveness of a matrix structure. Such HR systems include recruitment, learning and development, deployment and reward. In addition, beyond the narrower confines of leadership behaviour, the study also highlights the leadership approach, traits and skills of those perceived as 'good' matrix leaders. This further helps organisations revise and improve HR systems to maximise the effectiveness of their matrix structures. In terms of recruitment, for instance, the insights from as discussed above can help organisations define the leadership requirements for different roles in their matrix structures. As the data clearly delineates the component behaviours, skills and traits of 'good' matrix leaders, organisations can integrate these into the design of role profiles for leadership positions in their matrix structures. This work has already begun at the BC based on the research findings as outlined in Table 8.1. below.

Further to defining the leadership requirements, the findings can also inform the selection process for these roles by providing guidance on the traits, skills and behaviours to assess during recruitment. The insights on traits, for example, can be utilised to design psychometric tests at the point of selection. Likewise, the data on skills and behaviours can be used to inform the design of interview questions or assessment centres. As above, the BC has begun to adapt approaches being informed by the research as outlined in Table 8. 1. below.

Beyond recruitment and selection, the findings can also support the enhancement of performance management processes and help organisations design tools to evaluate the

behaviours, skills and traits during the performance management cycles. This could take the form of developing performance review approaches that ask individuals to describe how they have demonstrated desired behaviours or skills. Feedback methods in performance management systems can also be enhanced by incorporating the research findings on leadership traits, skills and behaviours with direct reports and other feedback providers asked to comment on how a leader demonstrates various attributes. Moreover, the insights from the study can assist organisations in the design of their learning and development interventions. By clearly highlighting the desired leadership approach, behaviours, traits and skills of 'good' matrix leaders, learning support can be designed to help managers assess their current performance and undertake learning to help them improve. Again, how these insights are being actioned at the BC is outlined in Table 8.1. below.

In addition to identifying the behaviours demonstrated by those perceived as 'good' matrix leaders, the findings provide further practical guidance to organisations by highlighting where gaps might exist between 'observed' behaviours and the behaviours demonstrated by those perceived as 'good' leaders. These insights can be used to help organisations better understand where disparities may exist in their matrix structures and where remedial action may be required to re-enforce desirable behaviours and in-turn enhance the effectiveness of their matrix structures.

For instance, the research findings demonstrate strong evidence of relations-oriented behaviours such as 'supporting' and 'recognising', which is encouraging given the social dimensions of matrix structures discussed in the literature review (Andersen 1994; Bartlett and Ghoshal 1994; Galbraith 2009, 2013). However, the data also clearly illustrates that empowering behaviours (consulting, delegating, and developing) which were signalled by previous scholars as potential indicators of 'good' matrix leadership (Wellman 2007; Hall 2013) and widely identified by research participants as behaviours that constituted 'good' leadership, were observed much less. This suggests that learning and development interventions are required on empowerment, delegation and developing others to help matrix leaders learn new behaviours and successfully adapt to working in a matrix structure. A lack of attention to these areas may result in organisations experiencing more of the dis-benefits of matrix structures as discussed in Chapter Two and reduce the chances of successfully deploying such structures.

Similarly, the data illustrates a clear gap between the behaviours observed and what is considered 'good' leadership behaviour in terms of task-oriented behaviours. The data show relatively lower scores in behaviours associated with the sequencing of work, sharing knowledge across teams and the effective implementation of activities. However, these behaviours were cited by research participants as behaviours demonstrated by those considered 'good' leaders and are cited by scholars as critical to realising key matrix benefits such as increasing the speed of decision making, reducing duplication and responding to multiple priorities simultaneously (Anderson; Galbraith 2009, 2013; Kotter 2014; Sy 2013; Wellbelove 2015). These insights can help organisations design learning and development interventions that both raise awareness of the desired benefits (and potential dis-benefits) of matrix structures and also the desired behaviours that support new ways of working and increase the effectiveness of the matrix.

Correspondingly, the data show gaps in relation to change-oriented behaviours such as innovation and the facilitation of collective learning. Both of these were highlighted by research participants as behaviours associated with 'good' leaders. These findings also resonate with themes in the extant literature on the challenges of managing change through a matrix structure (Bartlett and Ghoshal 1994; Kotter 2014) and avoiding duplication of effort (Wellbelove 2015). However, they were among the least observed behaviours during the fieldwork. In the narrower context of the BC, this may be related to challenges faced by the organisation around change management and inconsistency of approach as evidenced by BC HR data and government reviews of the organisation (BC 2002-2016; FCO 2014; NAO 2008; PAC 2008). They again highlight the need for support around change related behaviours for those working in a matrix structure.

The above points underscore previous academic discourse that in order to realise the benefits of matrix structures, organisations need to re-design learning and development approaches and other HR systems to re-inforce desired behaviours (Bartlett and Ghoshal 1994; Galbraith 2002, 2013; Hall 2008, 2013; Metcalfe 2014; Sy 2013; Wellbelove 2015). Building on this point and the general insights that can be derived from the study, the research findings have been widely applied at the BC as illustrated in the following section. This new knowledge and insights derived from the research have been applied to the BC in various ways which can be summarily classified into five areas as follows:

i. evidence based guidelines: the development by the researcher of evidence based guidelines for managers working in the matrix structure at the BC. These are aimed at helping maximise the benefits of the matrix structure and minimise the dis-benefits (under development at the time of submission).

ii. revision of HR processes: a number of contributions made by the researcher to internal project groups at the BC which focussed on revising HR processes. During this project work insights from the research were integrated into the BC's HR systems. The projects, described in Table 8.1, ranged from reviewing and advising on learning and development initiatives to a re-appraisal of the BC's performance management and workforce planning approaches

iii. consulting activities: various consultations conducted by the researcher with teams and colleagues across the BC's global network on themes related to the research. These consultations were conducted either face-to-face, via Skype or conference calls and covered topics tangential to the study such as the organisational design of the BC's global structure and revisions to the BC's recruitment practices on how leadership potential could be assessed.

iv. dissemination: a series of internal presentations, seminars, workshops and publications by the researcher on themes related to the research to raise awareness of the findings and conclusions of the study. Further dissemination was done via both formal events such as a global staff talk on leadership to informal blogs published on the BC's intranet. The findings and implications of this study are currently being prepared in book format entitled '*Leading the Matrix*'. This publication is currently in development.

v. consultations with senior management: a number of contributions made via the researcher being an overseas representative of the Public and Commercial Services (PCS) at the BC. In this role the researcher was involved in high level negotiations with HR and other senior managers on a wide range of topics such as recruitment, selection, performance management, pay and reward, and utilised the learning derived to benefit the discussions and provide insights based on the research areas and findings. The experience also gave the researcher find hand experience of organisational change as a result of NPM reforms.

Table 8.1. presents a summary overview of each of the areas of practical application with specific examples of how the research findings have been applied in the BC.

Table 8.1. Practical Application of Research Findings within the British Council

Contributions to Internal Project Groups			
	Work Area	Dates	Outputs / contribution
Project Group Participant	Revision of *21st Century Leadership Programme* (global learning and development intervention for senior managers)	21.07.15 29.09.15 07.10.15	Revised programme delivered in December 2015-April 2016 (group 1) and May-October 2016 (group 2). The researcher fed in learning from research on matrix structures/leadership and NPM to the creation of the module which focussed on geo-political matrix management. The revised course outline is appended below in Appendix 16.
Project Group Participant	Revision of *Cultural Relations Leadership Programme* (global learning and development intervention for middle managers)	16.11.15 18.01.16	Revised programme delivered March 2016. Researcher fed in insights from the study on themes linked to matrix structures and leadership e. g. in the design of sessions focussed on matrix management, self-awareness and leadership skills. The researcher also facilitated a face to face session on leadership based on leadership experiences in Africa (where the researcher was based at the time). The revised course outlines can be found in Appendix 17.
Project Group Participant	Revision of *Managing Others* Leadership Programme (global learning and development programme for line managers)	05.05.16	Review of the programme outline and content during revisions made to the course in 2016 leading to a revamped programme. The researcher fed in learning from the research findings on matrix structures and leadership at the BC. The revised course outline can be found in Appendix 18.
Project Group Participant	Revision of BC Performance Management System	26.10.15 17.11.15 27.11.15 19.01.16	Revised PM system launched globally in March 2016. Researcher fed in learning from research on matrix structures and leadership to inform revisions e. g. around how feedback was managed from the point of view of multiple stakeholders and the assessment of leadership behaviours

Project Group Participant	Building a Global Workforce (HR project on workforce planning and mobility)	08.12.16 24.02.17	Research project to establish global workforce and mobility options. Researcher fed in insights from the study to inform future leadership requirements
Project Group Participant	Organisational Design (OD) Advisory Group	19.12.16 28.02.17	An advisory board set up to critically evaluate OD initiatives at BC. Researcher fed in insights from the study specifically around matrix structures and provide advice on OD options that helped maximise the benefits of the matrix structure at the BC
Project Group Participant	Management Capability Working Group (HR project revising and update the BC's global learning and development approach)	11.01.17	Project to help define the skills that the BC required for management at different levels. The researcher fed in and positive challenge on traits and behaviours to help revise the BC's leadership requirements
Project Group Participant	Team Leadership Project Board	12.05.17	Project Board to oversee the various Leadership Development Interventions at the British Council (scope of work tbc)
Consultancies			
	Work area	Dates	Outputs / recommendations
Consultancy (via conference call or face to face session) for other BC offices/teams	BC Jordan Global Network Team HR Employee Relations team HR Talent Management and Recruitment team HR Leadership, Values and Culture Project Talent Management and Recruitment team HR Learning and Development Team	03.11.15 04.11.15 20.01.16 07.07.16 07.09.16 08.09.16 22.09. 6 23.11.16	A range of topics around leadership, management, team working, and other HR issues such as employee engagement, recruitment and selection, learning and development, organisational development and talent management. The researcher used the research findings to provide insights on matrix structures/leadership and NPM. For example the researcher collaborated with colleagues in the Organisational Design Team who were reviewing the BC's global structure for the BC's Executive Board. The researcher also collaborated with the Learning and Development Team who were re-structuring a number of interventions. Insights from the research helped refine and tighten definitions of leadership and requirements at different levels in

			terms of skills, traits and behaviours
Presentations/Seminars/Workshops/Publications			
	Work Area	Dates	Outputs / recommendations
Talks and Publications	*Busy is the New Fine* (a headline article for the BC's global e-newsletter on leadership and employee engagement)	6.10.15	Researcher utilised the learning derived from the study and the findings/conclusions to raise awareness on leadership, motivation at work and employee engagement (appended below as Appendix 19)
	Leadership and Employee Engagement (a staff talk, webcast globally to raise awareness on leadership topics)	13.10.16	As above
	The Journeyman: adventures in the underbelly of the British Council (a bi-weekly blog on the BC's global intranet taking a light-hearted look at leadership, matrix working, and organisational behaviour	November 2016 to February 2017	As above (an extract from this blog can be found in Appendix 20)
	Leading the Matrix (key note address at joint British Council Roffey Park Institute Masterclass on leadership in complex organisations in Singapore)	June 2017 (planned)	A presentation to public and private sector leaders in Singapore based on the research findings; delivered in collaboration with researchers at Roffey Park Institute. The presentation will be followed with practical learning and development content to help participants apply the learning from the session
	Leading the Matrix (key note presentation at the British Council East Asia Regional Leadership Team Meeting in Vietnam	June 2017 (planned)	A presentation based on the research findings for British Council leaders at the East Asia regional leadership meeting; followed by a Q+A and discussion session
	Leading the Matrix (key note speech at Global Equality Diversity and Inclusion Conference, Bangkok Thailand	November 2017 (planned)	A talk for the global Equality, Diversity and Inclusion (EDI) community at the BC exploring the leadership implications of the study terms of the EDI agenda the BC
	Leading the Matrix (presentation to Ashridge Business School faculty at their UK campus)	tbc	A presentation to Ashridge Business School faculty and staff on the research findings. The presentation will be followed with a Q+A session on the practical

			learning and development implications of the study
	Leading the Matrix (evidence based guidelines for matrix managers at BC	tbc	Under development (an excerpt from the draft can be found in Appendix 21)
	Leading the Matrix (a book based on the research findings and insights)	tbc	Under development
Overseas Representative for Public and Commercial Services Union (PCS) with BC Management			
	Work Area	Dates	Outputs / recommendations
PCS overseas representative	Branch overseas representative of PCS (elected February 2016), part of the Joint Consultative Committee (JCC)	20.04.16 21.04.16 17.05.16 28.09.16 17.10.16 15.11.16 22.02.17	Ongoing TUS negotiations with management – a range of subjects around pay and conditions, recruitment, in addition to the management of the personal cases of PCS members e.g. grievances, harassment and bullying

Source: author

In addition to the various contributions this study makes to understanding leadership behaviour in a matrix structure (the primary research aim), this research also contributes theoretically to the secondary research aim which, as was outlined in Chapter One, was to inform broader academic analysis and discourse on New Public Management (NPM).

8.4. Contribution to research aim two: leadership and the evaluation of matrix structures in the public sector

The secondary aim of this study was to contribute to wider academic discourse on NPM and the debate surrounding the so-called 'privatisation' of public sector HR (Llorens and Battaglio 2010: 119). This aim was essentially two-fold: firstly to address the apparent gap in the literature around definitions of 'good' leadership in light of its espoused importance for effective public service delivery (Bordogna 2015; Carter 2005; FCO 2014; Gunter et al 2013; PIU 2001; O'Reilly and Reed 2010; Van Dooren et al 2015); and secondly, to evaluate the deployment of a matrix structure in a public sector context given the dearth of assessment of the effectiveness of such organisational forms during NPM reforms (Lindqvist 2012; FCO 2014; PAC 2008; Pollitt and Bouckaert 2004; NAO 2008). This study, by identifying the behaviours of those considered 'good' matrix leaders, and by evaluating the deployment of matrix structures in a public sector context enhances theoretical knowledge in the field of NPM in various ways, as outlined below.

8.4.1. Leadership in the public sector: an enhanced definition of behaviours, skills and traits

Firstly, with regard to leadership in the public sector, as discussed in Chapter Four, NPM reforms triggered significant increases in the expectations of leadership in the public sector (Bordogna 2015; Brown 2004; Llorens and Battaglio 2010; Pollitt and Bouckaert 2004; Pallot 1998; Pedersini 2014; O'Reilly and Reed 2010; Van Dooren et al 2015). However, despite a flurry of interest in leadership and 'leaderism' (O'Reilly and Reed 2010: 960) and the purported value of leadership in the effective delivery of modern public services (Bordogna 2015; Gunter et al 2013; PIU 2001; Van Dooren et al 2015) empirical evidence is rare, specifically in relation to the behaviours that constitute 'good' leadership. Furthermore, in the narrower context of the BC, there has been a lack of response to various government reviews of the organisation which cited the need for stronger leadership (Carter 2005; FCO 2014: NAO 2008; PAC 2008). This study, by synthesising the literature around leadership, matrix structures and NPM, and by empirically identifying the leadership behaviours, traits and skills that lead to perceptions of 'good' leadership addresses the gaps identified.

Firstly, the research findings presented in Chapter Seven and discussions in section 8.3.1. clearly delineate the patterns of behaviours of those considered 'good' leaders in matrix structures as described above. Additionally, the findings unambiguously outline the component relations, task, change and external-oriented leadership behaviours of those perceived as 'good' matrix leaders in the public sector. Further, the study endorses the importance of behaviour switching as a facet of 'good' matrix leadership. However, whereas previous NPM discourse mentioned leadership and leadership behaviour in generic terms (Carter 2005; FCO 2014; Gunter 2013; O'Reilly and Reed 2010; PAC 2008; PIU 2001; NAO 2008), this study provides an enhanced definition of the specific behaviours of those considered 'good' leaders and the patterns of behaviours demonstrated, thus enhancing the current stock of knowledge on leadership in the public sector and informing the wider NPM debate. Additionally, by indicating a synthesis of approach, traits, skills and behaviours that constitute 'good' leadership in the public sector as discussed in section 8. 3. 1. the findings further increase knowledge in the field. This additional knowledge allows the BC, and other public sector organisations, to better understand their leadership requirements and provides evidence on how HR systems can be revised and amended to better support leadership behaviour within their matrix structures and in turn improve their effectiveness as outlined above.

8.4.2. Evaluation of matrix structures in the public sector

Supplementary to the contributions made to discourse on public sector leadership, the findings of the study also enhance understanding by evaluating the deployment of a matrix structure in the public sector. This secondary aim was explicitly outlined in Chapter Four as a response to the gap identified by Llorens and Battaglio (2010) and Lindqvist (2012) on the efficacy of traditionally private sector organisational configurations, such as matrix structures, in public sector contexts. The research also acts as a re-joinder to demands made in various government reports on the BC for an evaluation of organisational change (FCO 2014; NAO 2008; PAC 2008).

To briefly recap, discussions in Chapters Two and Four highlighted that matrix structures emerged from private sector industries such as aerospace and engineering in the 1960s and 1970s and became widely adopted in private sector organisations by the 1980s (Burns and Whorley 1993; Larson and Gobeli 1987; Kolodny 1979; Joyce 1986; Peters 1979; Peters and

Waterman 1982). Subsequently, during the 1990s and 2000s, matrix structures were deployed by public sector organisations as part of wider NPM reforms (Boston et al 1996; Lindqvist 2012; Metcalf 1993; Micheli et al 2012; Vaughan-Whitehead 2013). However, notwithstanding the 'ubiquitous' re-structuring of public sector bodies (Pollitt and Bouckaert 2004: 81), scant attention has been paid to the efficacy of such organisational change in the public sector context (Lindqvist 2012) nor to calls in various government reports to evaluate structural changes introduced at the BC (FCO 2014; PAC 2008; NAO 2008). Even as recently as 2014, government reviews of the BC continued to assert that organisational changes such as introduction of the matrix structure were a 'work in progress' (FCO 2014: 34) and that 'capability, organisational structure and lack of clarity around roles and accountability needed to be addressed' (ibid: 139). This study, by exploring the deployment of a matrix structure in an international public sector context such as the BC addresses these gaps and supplements wider NPM debate in various ways.

Firstly, analysing the research findings, it is evident that leaders in public sector organisations such as the BC have the potential to effectively deploy matrix structures. Data collected highlights strong evidence of relations-oriented behaviours which emerged as key themes from the literature review in Chapter Two on the social and human dimensions of matrix structures (Aghina et al 2014; Bartlett and Ghoshal 1994; Corkindale 2008; Galbraith 2009. 2013; Goffee and Scase 2015; Sy 2013; Sy and Cote 2003; Wellbelove 2015). Similarly, the data from the fieldwork also demonstrates that public sector leaders at the BC exhibit good levels of external behaviours such as networking, which were cited as positive indicators of effective matrix structures in the extant literature (Hall 2013; Galbraith 2013; Wellman 2007; Sy 2013). It would therefore seem that the BC has an appropriate focus around people and external relationships to successfully deploy a matrix structure. More widely, this suggests that other public sector bodies with a comparable people focus have similar potential.

However, further analysis of the findings demonstrates additional insights to the debate. Examining the data more closely, it is evident that the potential outlined above is not always matched by leadership behaviours in other key areas. In fact, clear gaps exist between the most commonly observed behaviours and the behaviours associated with perceptions of 'good' leadership. This disparity relates primarily to empowering behaviours (consulting, delegating, and developing), task-oriented behaviours (planning, clarifying, and problem solving), and change-oriented behaviours (envisioning and encouraging innovation) all of

which were observed relatively less by research participants but highlighted as key behaviours of those perceived as 'good' leaders. These findings suggests the BC and other public sector organisations will face challenges matching their people focus with leadership behaviours that help the organisation realise key matrix benefits such as responding to multiple priorities (Galbraith 2009, 2013' Hall 2013; Kotter 2014; Sy 2013; Wellbelove 2015), faster decision making (Davis and Lawrence 1978), and better integration between teams (Galbraith 2009, 2013; Hall 2008, 2013; Kotter 2014). Further examination of the data highlights relatively lower scores for leadership behaviours associated with the effective sequencing of work, sharing of knowledge across teams and the successful implementation of activities despite the fact that these behaviours were cited by research participants as those demonstrated by 'good' leaders. This suggests that the BC, and wider public sector organisations, may be susceptible to a range of matrix dis-benefits such as unclear accountabilities and responsibilities (Bazigos and Harter 2016; Sy 2013), slow decision making (Aghina et al 2014; Anderson 1994; Davis and Lawrence 1978; Wellbelove 2015), increased conflict (de Laat 1994; Bazigos and Harter 2016; Corkindale 2008) and duplication of efforts (Anderson; Galbraith 2009, 2013; Kotter 2014; Sy 2013; Wellbelove 2015).

Beyond leadership behaviour, additional analysis of the research and secondary sources (BC Headcount Data 2011-2014; Global Staff Survey Data 2003-2015; FCO 2005, 2014; NAO 2008; PAC 2008) reveals further evidence that the BC is struggling to realise the benefits of its matrix structure. As discussed earlier in this chapter, organisations, whether public or private sector, deploy matrix structures in order to realise a number of benefits such as the ability to respond to multiple priorities (Hall 2013; Kotter 2014; Wellbelove 2015), improved quality of communication (Joyce 1986; Sy 2013), more effective use of shared resources (Galbraith 2009, 2013; Sy 2013), faster decision making (Lawrence and Davis 1978), access to more diverse skills (Galbraith 2013; Hall 2013; Metcalfe 2014) and better integration between teams (Hall 2008, 2013; Kotter 2014). However, detailed examination of primary and secondary sources highlights that the BC is realising few of these purported benefits. This is summarised in Table 8.2. Following the table is a brief synopsis of the arguments that support this view.

Table 8.2. Summary of Benefits Realised by BC through its Matrix Structure

Desired benefit	Source (s)	Evidence from primary data from fieldwork*	Evidence from secondary data*
Increased in the quality of communication	Joyce (1986); Sy (2013)	No evidence	Limited evidence
More effective use of shared resources / response to multiple priorities	Galbraith (2009, 2013); Sy (2013); Hall (2013), Kotter (2014), Wellbelove (2015)	No evidence	Some evidence
Faster decision making	Lawrence and Davis (1978)	No evidence	No evidence
Access to more diverse skills and perspectives	Galbraith (2009, 2013); Hall (2008, 2013); Metcalfe (2014)	No evidence	Limited evidence
Increased innovation	Hall (2008, 2013), Wellbelove (2015)	Limited evidence	No evidence
Better integration between teams / avoidance of 'siloes'	Hall (2008, 2013), Kotter (2014)	Limited evidence	Limited evidence
Development of broader, more multi-skilled people	Hall (2013), Metcalfe (2014), Wellbelove (2015)	Limited evidence	Limited evidence

Source: author

*NB: * primary sources includes all data gathered during the fieldwork of the study i.e. the MPS, FGDs and KIIs. Secondary sources include those from the BC (Global HR Headcount Data 2011-2014; Global Staff Survey Data 2003-2015); and UK government reviews of the BC (Foreign and Commonwealth Office reviews of BC in 2005 and 2015; National Audit Office review of BC 2008; Public Accounts Committee review of BC in 2008)*

Looking at the Table 8.2. above it is evident that the BC is facing challenges realising the benefits of the matrix structure it deployed in 2012.

Examination of the BC's Staff Survey data, for example, shows limited evidence that the quality of communication has improved since the matrix structure was deployed. This confirms the view of previous academic studies that whilst the quantity of communication may increase following the implementation of a matrix structure, increases in the quality of communication do not necessarily follow (Joyce 1986). Similarly, there is a limited evidence of improvements in scores related to job satisfaction or improvements on perceptions of innovation, both of which are cited as key matrix benefits (Bazigos and Harter 2016; Davis and Lawrence 1978; Hall 2008, 2013; Sy 2013). Equally, there is limited data to suggest that staff at the BC feel there has been any development of broader, more multi-skilled people as a result of the deployment of a matrix structure which was advocated as a benefit of such organisational forms (Hall 2008, 2013; Galbraith 2009, 2013). On a more positive note, however, secondary data shows some positive trends in terms of more effective use of shared resources and cross team working, both of which are cited as matrix benefits (Galbraith 2009).

Further to the trends emerging from Staff Survey data, other secondary sources confirm that the BC continues to face a number of the associated challenges of matrix structures, particularly 'groupitis' (i.e. too many people being involved in decision making), increased overhead costs and excessive layers in the management structure (Davis and Lawrence 1978). HR data (BC 2015) for example highlights that the organisation has added an additional 500 regional overhead positions and multiple new layers of management since the matrix structure was introduced in 2012. Comments made by focus group participants and key informant interviewees further supports the HR data.

Although these challenges have been highlighted in various scholarly works related to the deployment of matrix structures in the private sector (Davis and Lawrence 1978; Galbraith 2009, 2013; Hall 2008; 2013; Joyce 1986; Kotter 2014; Metcalf 2014; Sy 2013; Wellbelove 2015), this study, by exploring similar themes in a public sector context enhances theoretical understanding in the field of NPM and strongly suggests that public sector organisations will encounter similar challenges to those faced by private sector companies when transitioning to a matrix structure. It also endorses the view that the transition to a matrix structure is evolutionary (Davis and Lawrence, 1978; Galbraith, 1969, 1971; Knight 1977; Kolodny,

1979; Peters 1979) and that organisations need to continually assess the effectiveness of the matrix structure deployed (Sy 2013). The findings add weight to the arguments postulated by NPM critics that public sector reforms do little more than hollow out the public sector, increase costs by adding extra layers of management to report on targets, and create an elite set of public servants (Hood 1995; Rhodes 1994).

Building on this point, the findings from the study highlight that the BC is encountering difficulties in three specific areas in delivering matrix benefits:

i. structural challenges
ii. systemic challenges
iii. cultural challenges

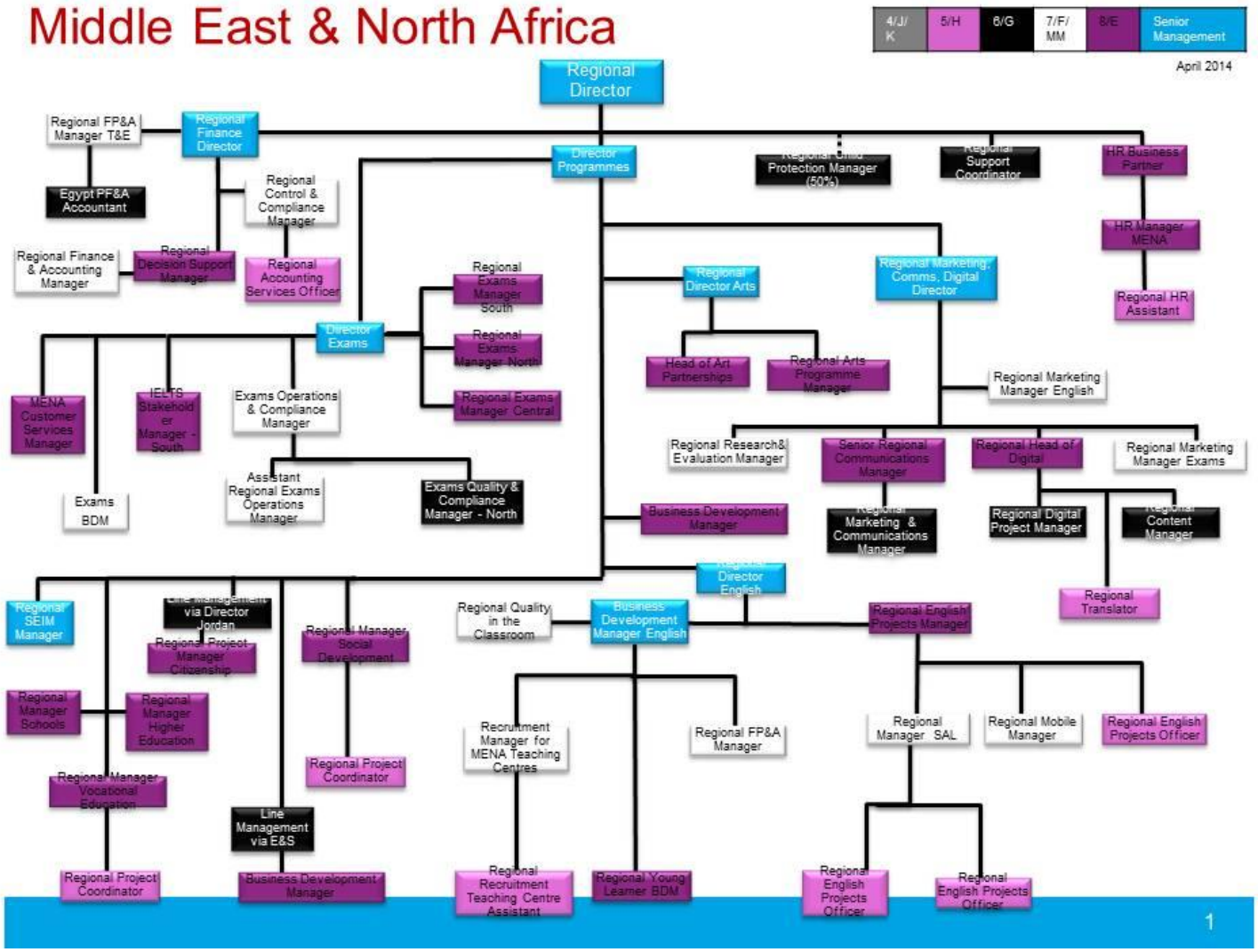
A discussion of each is presented below along with a summary of implications for other public sector organisations.

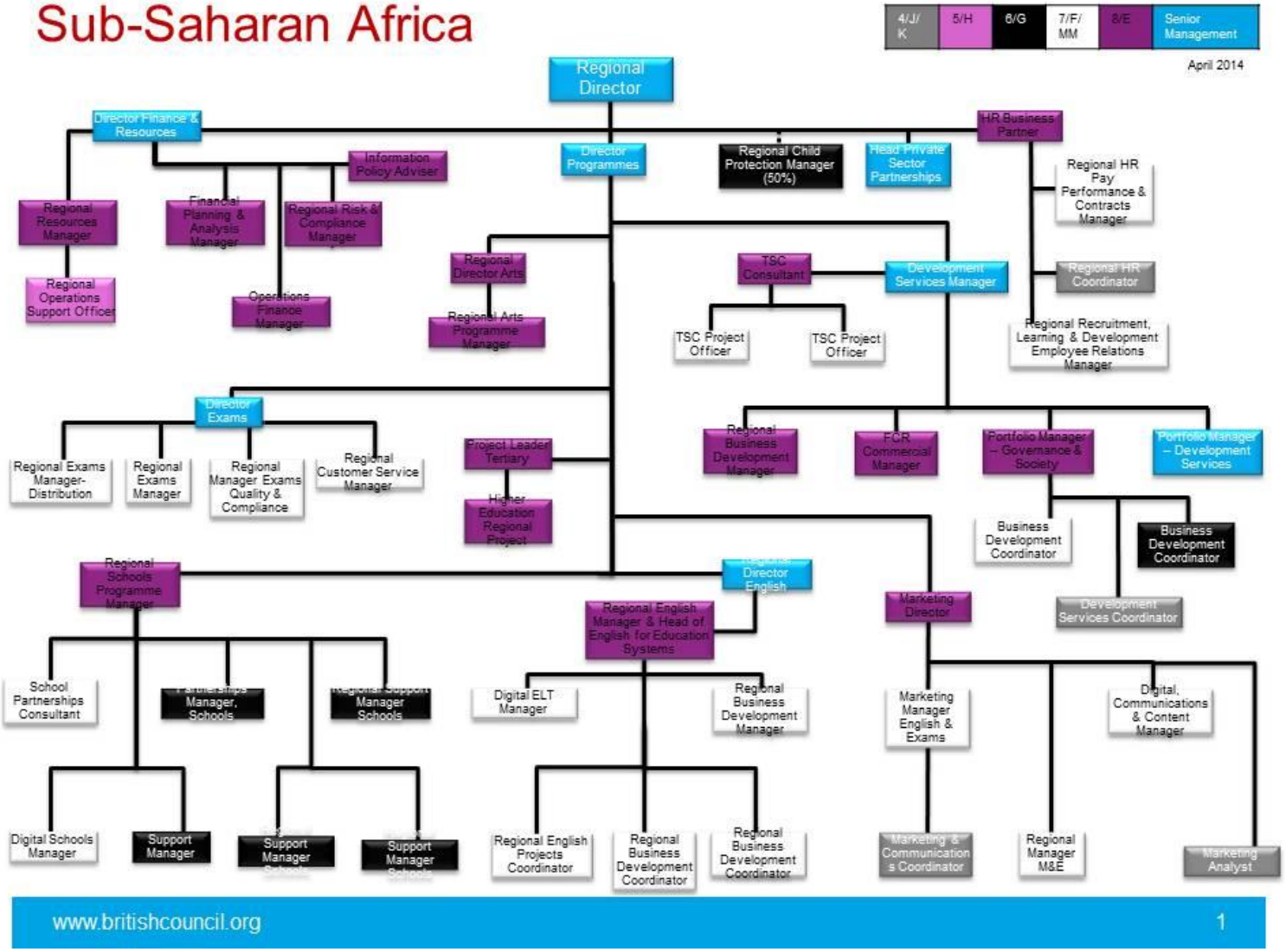
i. Structural challenges

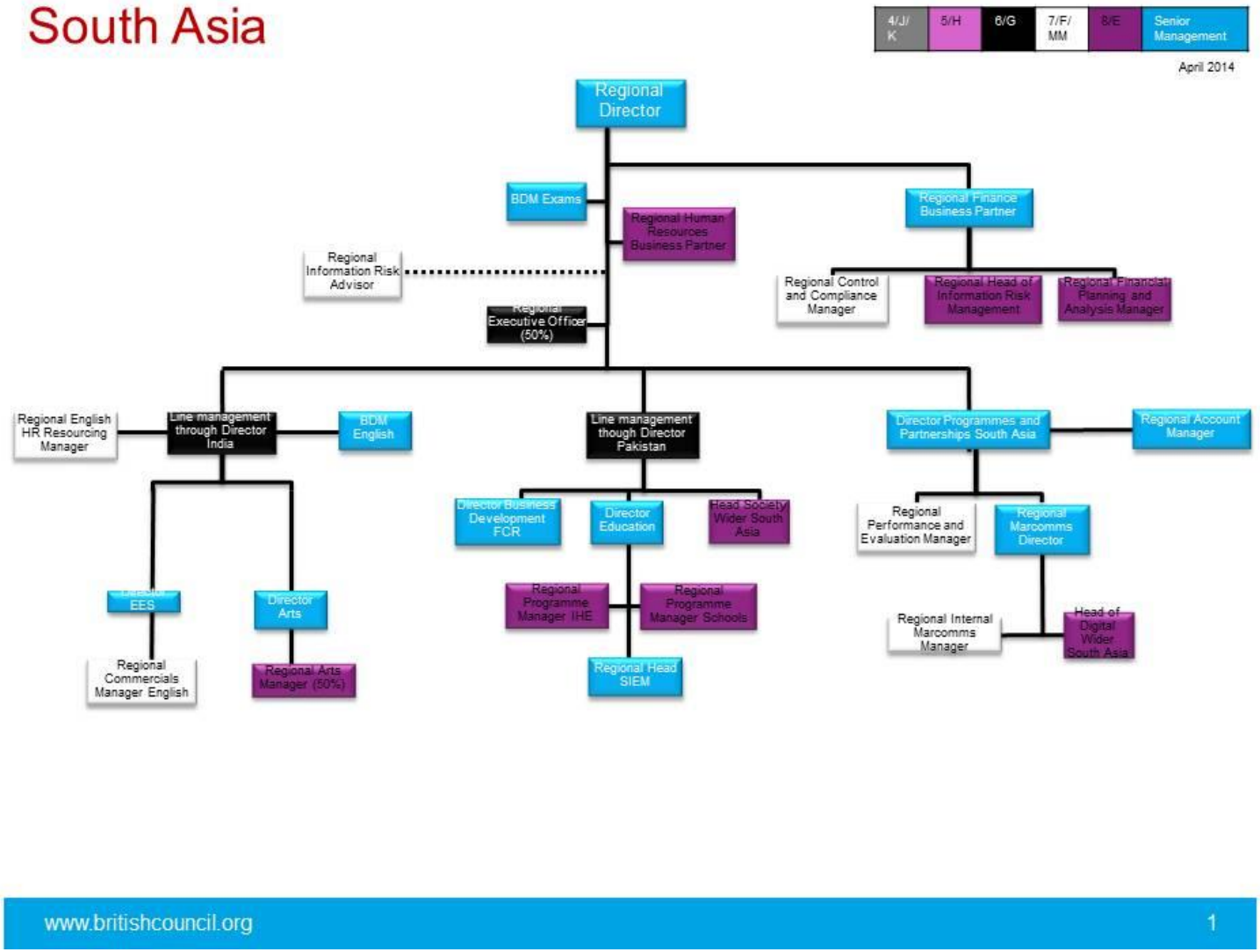
In terms of structural challenges, there is a clear divergence between principle and practice regarding organisational design. The BC's Organisational Design Principles (2014: 2) note that 'internal transactions will be based on a single set of standardised processes with a clear owner, handled by shared services. We will eliminate duplication of effort and base support services in the most appropriate locations, driving for ever greater efficiency and continuous improvement in delivery'. However, when looking at the BC's Regional Organisation Charts (2015) an additional 500 regional posts have been added across the 8 regional hubs that were set up to manage the matrix structure across the 110 countries of the global network. Given that the total headcount of the BC is 9000 (BC, 2015), this equates to an overhead post for every 18 members of staff in the organisation. Correspondingly, the UK region, which is largely focussed on head office functions, has a current headcount of 1390 (the second largest region in the world in terms of staff, BC 2017). This represents an increase of 400 posts since 2010. Examining the organisational charts, it would appear that many of the global posts and functions duplicate those done at the regional level strongly suggesting the design principles outlined above are not being delivered in practice. This in turn is hindering the effectiveness of the matrix structure deployed as it results in the organisation experiencing more of the dis-benefits and fewer of the benefits as discussed above.

Similarly, analysis of organisation charts clearly demonstrates that there has been an increase in the number of management layers since the matrix structure was introduced. For example, whereas pre-matrix there were two layers of management between a country business manager the global head of their business, this has morphed to more than five layers in some areas. Similarly, whereas professional services used to report directly in to the global HQ this now goes via two or three layers of regional management. This increase in management layers is in stark contrast to other organisations that have reduced, if not eradicated, middle management during the same period. Given the discussion earlier in this chapter around the dis-benefits of matrix structures, structural issues at the BC are arguably causing significant challenge to the BC's ability ensure the effectiveness of its matrix structure. The study endorses arguments in the wider NPM debate that public sector reform often fails to deliver results (Pollit and Bouckaeart 2004), does not achieve efficiency or effectiveness (Hood 1991, 1995) and that the aims and achievements often diverge markedly (Rhodes 1994). These structural challenges are illustrated in Figure 8.2. overleaf which shows the organisation charts for the three sample regions at the BC i.e. MENA, SSA and SA.

Figure 8.2. Regional Organisation Charts for MENA, SSA and SA




Sub-Saharan Africa
4/J/K
5/H
6/G
7/F/MM
8/E
Senior Management
April 2014
Regional Director
Director Finance & Resources
Director Programmes
Regional Child Protection Manager (50%)
Head Private Sector Partnerships
HR Business Partner
Information Policy Adviser
Regional Resources Manager
Financial Planning & Analysis Manager
Regional Risk & Compliance Manager
Regional HR Pay Performance & Contracts Manager
Regional Operations Support Officer
Operations Finance Manager
Regional Director Arts
Regional Arts Programme Manager
TSC Consultant
Development Services Manager
Regional HR Coordinator
TSC Project Officer
TSC Project Officer
Regional Recruitment, Learning & Development Employee Relations Manager
Director Exams
Regional Exams Manager-Distribution
Regional Exams Manager
Regional Manager Exams Quality & Compliance
Regional Customer Service Manager
Project Leader Tertiary
Higher Education Regional Project
Regional Business Development Manager
FCR Commercial Manager
Portfolio Manager – Governance & Society
Portfolio Manager – Development Services
Business Development Coordinator
Business Development Coordinator
Regional Schools Programme Manager
Director English
Regional English Manager & Head of English for Education Systems
Marketing Director
Development Services Coordinator
School Partnerships Consultant
Digital ELT Manager
Regional Business Development Manager
Marketing Manager English & Exams
Digital, Communications & Content Manager
Digital Schools Manager
Support Manager
Support Manager
Support Manager
Regional English Projects Coordinator
Regional Business Development Coordinator
Regional Business Development Coordinator
Marketing & Communications Coordinator
Regional Manager M&E
Marketing Analyst
www.britishcouncil.org
1



Source: British Council Organisational Design Principles (2014)

ii. Systemic challenges

In addition to the structural challenges noted above, the data highlights that the BC is also facing a number of systemic challenges to make its matrix structure work effectively. As discussed in Chapter Two, to successfully implement matrix structures and realise the associated benefits, organisations need to alter other systems and processes to support new ways of working (Bartlett and Ghoshal 1994; Galbraith 2002, 2013; Hall 2008, 2013; Metcalfe 2014; Sy 2013; Wellbelove 2015). During this study, the researcher has been involved in various projects and initiatives that have had this aim in mind (see Table 8.1.). However, prior to these project groups being set up, other management systems around recruitment, selection, and reward remained largely unchanged from when the matrix structure was first introduced at the BC in 2012. In much the same way there has been no review of information systems to better promote the collaboration that is required in matrix structures, nor appraisal of the leadership and management development interventions required to explicitly address issues around matrix structures. This strong endorses the view espoused by Galbraith (2013: 6) that 'structure is the easy part' and that without further changes in related systems the matrix will likely fail to achieve its benefits. The data also confirm the arguments postulated in the parallel NPM debate that despite ubiquitous re-structuring of public sector organisations (Pollitt and Bouckaert 2004) it is hard to tell whether any real change or benefit has been delivered (Denhardt and Denhardt 2015).

iii. Cultural challenges

Lastly, there are apparent challenges for the BC, and also arguably for other public sector organisations, to realise the benefits of matrix structures due to issues of organisational culture. The subject of organisational culture is beyond the scope of this study but in brief can be defined as 'a pattern of shared basic assumptions' (Schein 2010: 18) which has 'worked well enough to be considered valid and, therefore to be taught to new members as the correct way to perceive, think and feel' (ibid: 18). As discussed in the literature review on matrix structures, successful implementation requires flexibility, acceptance of a range of perspectives, comfort with ambiguity and a culture of empowerment (Bartlett and Ghoshal 1994, Galbraith 2009, 2013; Hall 2008, 2013; Wellbelove 2015). However, like most public sector organisations the BC's culture is most often remarked on as 'hierarchical' and 'bureaucratic' (BC Staff Survey Data 2012-2015) and therefore somewhat divergent from what the kind of culture necessary to realise the benefits of matrix structures and minimise

the limitations. Organisational culture at the BC, and perhaps for other public sector organisations, is arguably a hindrance to making matrix structures work effectively. This study endorses the arguments in the wider debate that despite NPM reforms being introduced, broader public sector culture remains one of fixed spheres of competence, defined hierarchy of offices, career appointments and management by the application of rules (Pollitt and Bouckaert 2004; Osborne and Gaebler 1992)

8.5. Summary

The chapter revisited the research process and delineated how research aims and questions were operationalised to gather data and generate findings. It also outlined an overview of the various contributions the study seeks to make to academic inquiry in the relevant fields before describing each contribution in greater detail. The next chapter, Chapter Nine, builds on this chapter by presenting the main conclusions of the study, outlining the limitations and making suggestions for future academic enquiry, in addition to describing the professional and personal learning derived from conducting the research.

Chapter Nine – Conclusions, Limitations, Future Research and Personal Learning

9.1. Introduction

The purpose of this final chapter is to present the main conclusions of the study in the fields of leadership, matrix structures and New Public Management (NPM), address the limitations of the research, and suggest avenues for future academic endeavour. It also delineates the professional and personal learning derived from conducting the study.

9.2. Summary of main conclusions

As discussed in Chapter One, the essence of this study was to better understand leadership behaviour during the transition to a matrix structure in the specific context of an international public sector body. This primary research aim was identified following a thorough and critical evaluation of the extant literature in three related fields: matrix structures, leadership, and New Public Management (NPM) as précised below. A secondary research aim was to contribute to the on-going NPM debate around the 'privatisation of public sector HR' (HR' (Llorens and Battaglio 2010: 119) and the efficacy of traditionally private sector practices in the public sector, in the case of this research matrix structures. The main contributions the study makes, as discussed in Chapter 8, is summarised overleaf:

Table 9.1. Summary of Main Research Conclusions

Research aim	Main Contributions
Research Aim 1: better understand leadership behaviour during the transition to a matrix structure	Theoretical contributions in the following areas: leadership behaviour, contingency and transformational leadership, concepts around leadership approach, traits and skills. Empirical contributions in the following areas: a validatory exercise of the MPS in a new context and one that addresses the limitations of survey based approach as postulated by Yukl (1999, 2010, 2012) around sample sizes, mixed methods and designing studies of leadership behaviour from multiple perspectives. Practical contributions in the following areas: insights into how HR system can be re-designed to support matrix working in general and in the narrower confines of the BC.
Research Aim 2: contribute to the on-going NPM debate / efficacy of matrix structures in the public sector	Theoretical contributions in the following areas: leadership behaviour in matrix structures in the public sector; an assessment of the efficacy of matrix structures in the public sector and the challenges organisations may face during implementation.

Source: author

Firstly, pursuant to early academic study of the evolution of matrix structures in organisations this study aimed to extend previous avenues of enquiry on the social and human dimensions of matrix structures. In parallel, building on avenues of research arising from initial scholarly work on leadership behaviour the study sought to supplement research endeavours based on Yukl's (2012) widely accepted taxonomy of leadership behaviour. The research also pursued complementary lines of scholarly enquiry on contingency theories of leadership i.e. how situational and contextual factors inform and influence leadership behaviour and conceptions of 'transformational' leadership i.e. how leadership behaviours, and the ability to switch behaviours, improves leader effectiveness, the commitment of subordinates and overall organisational performance.

Building on the presentation, discussion, and analysis of research findings in Chapters Seven and Eight, we can draw the following five conclusions from this study regarding the primary research aim i.e. leadership behaviour during the transition to a matrix structure.

9.2.1. Conclusions related to research aim one: leadership behaviour in matrix structures

Research Conclusion One: 'good' matrix leaders demonstrate similar patterns of behaviour

Data from fieldwork supports the notion that 'good' matrix leaders demonstrate similar patterns of behaviour. In terms of relations-oriented behaviours, the data shows that the component behaviours of recognising, supporting, consulting, delegating, and developing are demonstrated by those perceived as 'good' matrix leaders. Similarly, in terms of task-oriented behaviours, component behaviours around planning, clarifying and problem solving are associated with perception of 'good' matrix leadership. Regarding change and external behaviours, the data highlights that envisioning change, encouraging innovation and networking are demonstrated by those considered 'good' matrix leaders. Whereas previous research of leadership in matrix structures mentioned leadership behaviour in passing or in general terms this study, by empirically identifying the component leadership behaviours of those perceived as 'good' matrix leaders, enhances existing knowledge.

Research Conclusion Two: behaviour switching is a crucial attribute of 'good matrix leadership

The findings from the study also clearly support the view that behaviour switching is a crucial attribute of 'good' matrix leadership. This was highlighted very evidently in phases 2 and 3 of fieldwork as the quotes from research participants outlined in Chapter Seven illustrated.

Research Conclusion Three: consistency of behaviour across situations is a crucial attribute of 'good' matrix leadership

Building on the above research conclusion, the findings from the study substantiates the conclusion that although behaviour switching is a central component of 'good' matrix leadership, consistency of behaviour across situations is an equally important attribute i. e. 'good' leaders demonstrated consistent behaviours when faced with similar situations and their pattern of behaviour was stable and predictable. This consistency of behaviour leads to perceptions of 'good' matrix leadership.

Research Conclusion Four: perceptions of 'good' leadership do not appear to vary according to cultural context or role type

As the discussions in Chapter Eight indicate, the findings from the study indicate that perceptions of 'good' matrix leadership do not vary across cultural contexts. In the 200 pages of transcripts and over 80,000 words of data from phases 2 and 3, no significant differences were found between perceptions of 'good' leadership behaviour across the regions studied (Middle East and North Africa, South Asia and Sub-Saharan Africa). Equally, there were no substantial variances in perceptions based on role types i.e. between those in regional leadership roles, professional services or country leadership.

Research Conclusion Five: 'good' matrix leadership goes beyond behaviour: leadership approach, traits, and skills are also important

The findings from the study also signal that conceptions of 'good' matrix leadership go beyond leadership behaviour. Leadership approaches that engendered trust and openness were associated with perceptions of 'good' matrix leadership. Similarly, the data shows that traits such as approachability, visibility, accessibility and integrity are associated with 'good' matrix leaders. Lastly, skills, particularly conceptual and interpersonal such as clarity of thought and communication were cited by participants as being demonstrated by 'good' matrix leaders, as were decisiveness and a willingness to encourage diverse opinions.

Further to discussions above regarding research aim one, the secondary aim of the study was to contribute to wider academic discourse on New Public Management (NPM) i.e. deliberate changes to the structures and processes of public sector organisations with the objective of getting them to run better' (Pollitt and Bouckaert 2004: 8). As delineated in Chapter Four, NPM reforms led to the introduction of many traditionally private sector concepts and models which had a significant impact on the way public sector organisations were structured and led to increased expectations of leadership in the public sector To date, however, there has been scant evaluation of NPM initiatives, new organisational structures or leadership in the public sector. Moreover, in the narrower confines of the BC, there has been a similar lack of meaningful response to similar calls for evaluation of NPM reforms at the BC in various government reports (Carter 2005; FCO 2014; PAC 2008; NAO 2008).

9.2.2. Conclusions related to research aim two: evaluation of matrix structures in the public sector

Regarding the secondary research aim, and the on-going NPM debate around the

'privatisation of public sector HR' (Llorens and Battaglio 2010: 119) we can draw three conclusions on the efficacy of matrix structures in a public sector context:

Research Conclusion One: public sector organisations have the potential to realise the benefits of matrix structures

Findings from this study, albeit limited to one case study at the BC, support the opinion that public sector organisations have the potential to successfully deploy matrix structures. The data highlights that matrix leaders demonstrate many of the behaviours, particularly relations-oriented behaviours, that facilitate the social and human dimensions of matrix working and which in turn improve the effectiveness of such structures (Aghina et al 2014; Bartlett and Ghoshal 1994; Corkindale 2008; Galbraith 2009. 2013; Goffee and Scase 2015; Sy 2013; Sy and Cote 2003; Wellbelove 2015). Similarly, the findings highlight affirmative evidence of external-oriented behaviours, such as networking, which are also cited as positive indicators for effective matrix structures (Hall 2013; Galbraith 2013; Wellman 2007; Sy 2013).

Research Conclusion Two: there is limited evidence to suggest the BC is realising the benefits of its matrix structures

Notwithstanding the point above on potential, the study indicates that the BC is struggling to realise many of the benefits associated with matrix structures. A further examination of the data reveals a series of discrepancies between observed leadership behaviours and behaviours cited by participants as those demonstrated by 'good' matrix leaders and those supporting the benefits of matrix structures. This disparity relates primarily to component behaviours around empowerment (consulting, delegating, and developing), task-oriented behaviours (planning, clarifying, and problem solving), and change-oriented behaviours (envisioning and encouraging innovation). Similarly, the data highlights relatively lower scores for leadership behaviours associated with matrix benefits such as the effective sequencing of work, sharing of knowledge across teams and the successful implementation of activities, despite the fact that these behaviours were cited by research participants as those demonstrated by 'good' leaders. A thorough review of both primary and secondary data also demonstrated no evidence of faster decision making (a purported benefit of matrix structures) and only limited evidence of other benefits such as increases in the quality of communication, more effective use of shared resources, better access to diverse skills and perspectives, increases in

innovation, more integration between teams and the enhanced development of broader, multi-skilled people.

Research Conclusion Three: public sector bodies face structural, systemic and cultural challenges to realising the benefits of matrix structures

As various scholars note, the evolution towards a matrix structure is not merely a change of organisational form; it must be supported by the revision of wider HR practices and the right mind sets and organisational culture to succeed. The data from this study underscores this point and shows the BC is no different. Structural, systemic and cultural challenges remain for the BC to better realise the benefits of its matrix structure. There are a wide range of implications for the BC as a result of this study in terms of developing management practice. Some of this work has already begun, as outlined in Table 8.1. However, much more is required to disseminate the research findings and use the insights to further re-design management development programmes, recruitment and selection practices and other HR systems. There are also insights and implications more broadly for public sector organisations. Again work has already commenced on this via consultancy work being done by the researcher with other bodies such as the UK Department for International Trade (DIT) and the European Union (EU), as well as via executive education organisations such as Roffey Park Institute who are keen to use the insights from the study when supporting client interventions.

Now that the main conclusions of the study have been summarised, it is opportune to review the limitations of the study conducted and also outlined areas for future research. This is the subject of the next section.

9.3. Limitations and suggestions for future research

As various scholars note (Bryman and Bell 2011; Saunders et al 2012; Zikmund 1984) no research design is perfect. Each has inherent benefits and limitations which naturally lead to launch points for future research. This section describes the limitations of this study and outlines suggestions for future academic enquiry. These limitations and suggestions relate to the three areas: firstly, limitations in relation to the methodology adopted for the study; secondly, limitations linked to the nature of the study i.e. its exploratory nature; and thirdly, limitations resulting from the context in which the research was conducted. Following this

discussion are some further suggestions for research that builds on the applied nature of the study and its findings.

9.3.1. Limitations of case study research

One limitation of this research is related to its design as a single case study. As discussed in Chapter Five, a single case study is one 'organised around a single case; the case might have been chosen because it was a critical, common, unusual, revelatory or longitudinal case (Yin 2014: 240). Whilst this afforded many advantages during the research process such as focus and the ability to explore a particular phenomenon in depth within a certain locale (Bryman and Bell 2011, Yin 2014) there are characteristic drawbacks, particularly around generalising the findings to other organisations. One suggestion for future research therefore would be to replicate the study in another context and explore whether similar findings emerge. This could be another public sector organisation which would build on this study and the extant literature around public sector leadership (Bordogna 2015; Gunter et al 2013; O'Reilly and Reed 2010; PIU 2001; Van Dooren et al 2015). Another potential avenue for academic enquiry would be to conduct a multiple case study of similar public sector organisations, defined by Yin (2014: 239) as 'organised around two or more cases' to similarly determine the extent to which the findings from this study are germane to other contexts. For example, this could take the form of a case study of leadership in matrix structures in other international UK public sector organisations such as the Foreign and Commonwealth Office (FCO) and Department for International Development (DFID).

Correspondingly, another avenue of exploration would be to build on the work around leadership in matrix structures in the private sector (Bartlett and Ghoshal 1994; Galbraith 2009. 2013; Hall 2008, 2013; Goffee and Scase 2015; Sy 2013; 2003; Wellbelove 2015; Wellman 2007) and explore patterns of leadership behaviour in this context. This avenue may be particularly fruitful as it would allow for some comparative analysis of public and private sector matrix leadership.

Linked to above arguments, a second limitation of the design of this case study is its specific focus on leadership behaviour in a matrix organisation. This focus was expedient in terms of providing a sufficiently targeted research field in which to explore 'a contemporary phenomenon in its real world context' (Yin 2014: 2). However, as the findings highlight, perceptions of 'good' matrix leadership incorporate other aspects of leadership such as leadership approach (Argyris 1964; Bennis 1959; McGregor 1960; Mintzberg 1973),

leadership traits (Bird 1940; Mann 1959; McCall and Lombardo 1983; Stogdill 1948) and leadership skills (Katz 1955; Mumford et al 2000, 2007; Zaccaro 2007, Zaccaro et al 2008). One avenue for future research, which is further outlined below, could therefore be to build on the methodology of this study and incorporate methodological instruments that simultaneously assess leadership approach, skills and traits. This avenue would be a constructive response to Yukl's (2010: 80) call for studies that 'investigate how the different types of constructs jointly explain leader influence on work unit performance and other outcomes'.

Thirdly, there are limitations to this research based on the confines of time and resources of a single researcher. As discussed in Chapter Six, the sample for the quantitative survey of this study (n=205, across 41 countries) was informed by considerations of the desired level of precision and confidence for quantitative research as postulated by a number of scholars (Bartlett et al 2001; Cochran 1977; Hashim 2010; Israel 1992) and is comfortably larger than the minimum required to be statistically significant according to published tables (Bartlett et al 2001). It was therefore argued to be both robust and representative of the organisational population. Similarly, the sample for the qualitative phases (n= 66, across three geographical regions: MENA, SA and SSA) was argued to be of sufficient in scope and representative to meet criteria outlined by various scholars (Collis and Hussey 2013; Crouch and McKenzie 2006; Guest et al 2006; Kitzinger 1994, 1995; Krueger and Casey 2014; Morgan 1996, 1997; Stewart and Shamdasani 2014). There are, nonetheless, natural limitations in terms of time and resource for a sole researcher. One suggestion for future research therefore would be to use the same methodology and a larger research team to conduct a similar study with a larger sample (within one or multiple organisations) to further explore the findings and assess the generalisability of the findings. This avenue of academic enquiry would be a valuable response to Yukl's (2009) call for leadership research with larger sample sizes and designs that 'measure behaviours, skills, motivation, values, and beliefs for multiple leaders and members' (ibid : 52).

9.3.2. Limitations of exploratory research

A second set of limitations of this research are associated with the exploratory nature of the study. The study builds on previous avenues of academic enquiry around the social and human dimensions of matrix structures (Bazigos and Harter 2016; Corkindale 2008; Galbraith 2013; Hall 2013; Kotter 2014; Satel 2015a, 2015b; Sy 2013; Wellbelove 2015),

leadership behaviour (Yukl 1999, 2008, 2009, 2010, 2012; Wellman 2007) and the extant NPM literature on the increased expectations of public sector leadership (Bordogna 2015; Gunter et al 2013; O'Reilly and Reed 2010; PIU 2001; Van Dooren et al 2015). However, given that the research design is exploratory the findings cannot be presented as definitive or conclusive; rather they signal towards an emerging picture of leadership behaviour in matrix structures. One avenue for future enquiry therefore, as touched on above, would be to replicate the study in other contexts e.g. in similar international public sector matrix organisations such as the UK Department for International Development (DFID) or Foreign and Commonwealth Office (FCO) to assess patterns of behaviour demonstrated by those perceived as 'good' matrix leaders.

Similarly, other academic questions remain unanswered by the emerging nature of the findings. If, as the evolving picture suggests, 'good' matrix leadership is a combination of leadership approach, behaviour, traits and skills, future scholarly enquiry could build on these points and seek to further examine these constructs and attempt to determine any causal links between them. Within the emerging picture of leadership in matrix structures, are there dependent, independent or mediating variables between the approaches, traits, skills and behaviours?

Lastly, future research might fruitfully test the cultural dimensions of leadership in international contexts. Whilst the intercultural aspects of leadership in matrix structures were not part of the design of this study (in fact were specifically excluded from the research based on a detailed rationale as presented discussed in Chapter Three), the findings indicate that perceptions of 'good' matrix leadership do not vary across cultures. This is in contrast to other academic and practitioner views (Bains 2015; Chamorro-Premuzic and Sanger 2016; Muczyk and Holt 2008). Future research could therefore specifically set out to explore the cultural dimension of international leadership in matrix structures to seek insights on this conundrum. This line of inquiry would be of particular interest given continuing academic interest in contingency theories of leadership (Adair 2002, 2004; Blake and Moulton 1964; De Hoogh et al 2015; Fiedler 1967, 1971; Hersey 1985; Hersey and Blanchard 2008; House 1976, 1991) and on-going debates on the concept of transformational leadership (Afsar et al 2014; Bass 1985, 1996a, 1996b; Bass and Riggio 2006; Burns 1978; García and Morales et al 2008; Jung et al 2008; Leban and Zulauf 2004). In the narrower confines of the BC, a replication study could be conducted to test cultural dimensions of leadership in the regions that were not part of the research sample for this study (i.e. UK, EU Europe, Wider Europe,

the Americas and East Asia). This may also help garner further insights on the issue of leadership across cultures.

9.3.3. Limitations of the research context

Lastly, there are limitations to the research as a result of the research context i.e. it's locale within the public sector. As discussed in Chapter Five, as a result of NPM reforms, re-structuring became a 'ubiquitous feature' of public sector reforms (Pollitt and Bouckaert 2004: 81). There was, in parallel, a concurrent increase in the expectations of leadership in the public sector (Bordogna 2015; Gunter et al 2013; O'Reilly and Reed 2010; PIU 2005; Van Dooren et al 2015) which was seen as the 'motive force' for change in the public sector (O'Reilly and Reed 2010: 969). Whilst this study points towards an emerging model of leadership in matrix organisations in the public sector, the research context i. e. the BC represents a tiny fraction of the overall public sector. The findings could not therefore be argued to be representative of the wider public sector landscape. Further studies would be required to corroborate the findings and build a more robust model of public sector leadership. Related questions also emerge, as discussed above, on the extent to which public sector matrix leadership may differ from that in the private sector. Another avenue for academic enquiry therefore could be a comparative case study across public and private sector organisations.

Additionally, there is a related limitation in the research context given the BC's role as an international cultural relations organisation. This status makes the BC quite distinct from many other public sector organisations in the UK and arguably further limits the generalisability of the findings. This is for three reasons. Firstly, the BC is not a government department *per se,* rather a non-departmental body of the FCO. Secondly, it operates internationally in over 100 countries unlike many UK public sector bodies whose remit is within the borders of the UK. Thirdly, it provides services across a number of sectors (e. g. education, arts, and culture) in contrast to other public sector organisations which focus on one. The BC could not therefore be described as a typical public sector organisation. Nonetheless, there are useful avenues for future research within similar organisations. Although discounted from the design of this study on the grounds of time and access, one such avenue could therefore be to take a comparative approach and assess leadership behaviour in analogue organisations e.g. the Alliance Française or Goethe Institut. This

comparative approach was discounted on the rationale discussed in Chapter Four. However, it would be a good starting point for further academic study.

9.3.4. Other suggestions for future research

In addition to the suggestions above, there are avenues for future academic enquiry linked to the applied nature of this research and its findings. As discussed in Chapter Three, part of the rationale for selecting Yukl's (2012) taxonomy of leadership behaviour for this study was its previous application in organisational research on leadership development programmes (Amagoh 2009; Day 2001; Pearce 2007; Tannenbaum and Yukl 1992; Yukl 2009). Building on this body of work, one future path for research would be to use the findings from this study to support leadership programmes aimed at helping managers working in matrix structures. As outlined in Chapter Eight (Table 8.1.) this work has already begun at the BC where the research findings are being applied practically to inform learning and development interventions and the revision of other HR systems at the BC. However, these could be further extended e.g. action research to evaluate the impact of learning and development interventions by assessing leadership behaviours before and after training has taken place.

Further to the discussions on the limitations of the study and suggestions for future research, a significant amount of professional and personal learning was derived from conducting the research. This is the subject of the next section.

9.4. Professional and personal learning

Over the past six years, completing the Doctorate in Business Administration (DBA) has been a significantly challenging yet hugely satisfying endeavour. From a relatively low entry point in terms of research experience (a previously completed Bachelor of Laws degree and Masters in Business Administration) complemented with twenty years of practical work experience, the learning curve has been steep. As with any research endeavour there have been trials and tribulations along the way, often compounded by full-time work and a busy family life. Reflecting on the experience of the last six years, however, a significant amount of professional and personal learning has been derived from conducting the research

On a professional level, the learning can be classified into three main areas: firstly, increases in knowledge in the content areas of the study i.e. matrix structures, leadership and NPM; secondly, the enhancement of existing skills and development of new skills as a result of conducting the research; and thirdly, an increase in overall intellectual and professional capacity. These three areas are outlined in greater detail in section 9.4.1. below. In addition to the professional learning and development stemming from the research, a great deal of personal learning has also emanated from the experience of completing the DBA. This is subsequently described in section 9.4.2.

9.4.1. Professional learning

As noted above, the professional learning as a result of completing the DBA falls into three main areas: increases in knowledge in the main content areas of the study; skill development resulting from conducting the study; and an increase in intellectual and professional capacity. Let us now examine each one in turn.

With regard to improved knowledge in the fields of matrix structures, leadership and NPM, although I felt I had some understanding of these areas prior to starting the research the increase in understanding, both as a result of the literature review and fieldwork, has been substantial. In fact, on reflection, I realise my knowledge of these areas was very limited at the outset of the research process. One of the most significant professional learning points, therefore, has been to more openly question what is known, what remains unknown, and to be more willing to critically evaluate the evidence on which knowledge is presented.

In parallel, the applied nature of the DBA has proved particularly beneficial for a management practitioner such as myself. I have been able to harness the learning and knowledge from my studies on a day to day basis, changing my own behaviour and leadership style based on the insights garnered from the research. In addition, I have been able to contribute practically to the implementation of the findings more widely at the BC as outlined in Chapter Eight.

In relation to the second area (skills development) this learning has been two-fold: the enhancement of existing skills through the research process, and secondly the development of new skills, particularly research skills, arising from the fieldwork. In terms of enhancing current skills as a result of the research I feel I have further developed in a number of areas which are readily transferable to my professional life:

i. enhanced critical thinking and analytical skills: as a result of completing the DBA I feel I have become much more objective in the way I define and solve problems
ii. improved evaluation skills: I feel the study has given me more rigorous and robust methods to assessing matters at work and encouraged me to adopt more evidenced based decision making approaches
iii. augmented communication skills: I feel my communication skills, especially writing skills, have matured during the research process. The fieldwork also gave me valuable experience in related interview skills (questioning, listening, probing, summarising) which I feel improved during the research and have positively impacted my performance at work
iv. improved collaboration and team working skills: the research process has helped me enhance my collaboration and team working skills. Throughout the process I have had to interact with a diverse range of people at the BC from colleagues on our Executive Board, to peers, and new colleagues from across the organisation in a range of different contexts at the BC. In addition, there have been a range of fresh interactions with external contacts in the academic and business worlds. To be successful in this I have had to reflect on my communication and influencing approaches and adapt my style for different situations. The research process of the DBA and the interactions with academics in particular have given me new insights and definitions of collaboration which I have been able to transfer back into work

Furthermore, I feel the level of rigour demanded by a DBA and in particular the supervision process has raised my expectations and standards of performance which in turn have improved my personal and professional impact at work. The high ethical standards demanded of the research have also translated to a renewed emphasis on the same subject at work. These are not, however, universally positive. At times I find I need to keep myself in check, and remember that not everyone has had the good fortune to complete a DBA and that that not everything needs to constantly questioned or conducted to the same level of rigour as a doctorate.

In addition to enhancing existing skills, a great deal of learning was derived from the fieldwork stage leading to the development of new skills. Prior to conducting the research, I had relatively limited experience of such activities. Although formal workshops or face to face learning options were not available due to the mode of study (distance learning) and the

locations where the researcher lived during the fieldwork (Tanzania and Myanmar), conducting the study has helped me learn a range of additional research skills which are readily transferable at work. These are summarised in Table 9.2. overleaf.

Table 9.2. Summary of Professional Learning from Fieldwork

Fieldwork stage	Learning points*
Phase 1: Conducting the Managerial Practices Survey (MPS)	• Even though access was relatively straightforward to achieve, it took much longer than I thought to line everyone up (HR colleagues, other managers who needed to be made aware of the research, research participants). As a result I have learnt a lot about influencing skills and the human dimensions of project delivery • It was very beneficial to spend time sensitising people to the research process and the research instruments. This took much longer than I had anticipated e. g. calls with regional HR colleagues, the development of guidance notes and conference calls for research participants but was very much worthwhile. I learnt a lot as a result about the skills needed to encourage participation and the value of giving people sufficient time to prepare (this has strong crossovers with change management and I have adapted my style accordingly based on my experiences of the DBA) • The widely used *SurveyMonkey* platform was an appropriate choice for my research. It had sufficient support materials, tutorials etc. to assist new users such as myself and the automatic statistical analysis functionality was beneficial. As with the above point, time spent exploring the platform and its capabilities was well spent. Pilot testing the software and research instrument also proved invaluable (feedback from the initial trials in September 2015, for example, indicated that the instructions needed revision to prevent participants minimise mistakes • Beyond *SurveyMonkey* I learnt a range of new skills around sampling. Through study of the relevant literature and advice from the supervisor I learnt a great deal about how to design an appropriate and representative sample and how to minimise sampling error e. g. by using a pre-existing instrument such as Yukl's MPS which is well supported in the literature as valid and reliable, and also involving HR colleagues on sample selection to minimise bias • Getting a response rate of 70% took a significant amount of effort and longer than I had anticipated. I learnt new skills around how to increase participation e. g. moving away from mass email reminders to more targeted and personal messages to encourage people to complete the survey. This has been a useful learning point for my professional life • Data Analysis was more complicated than I expected as it was my first time to handle such large amounts of quantitative data. I also had no experience of Likert scale surveys or advanced statistical testing. I successfully overcame these barriers by re-reading my DBA textbooks, other books on research methods, and by reviewing relevant literature. I also explored the facets of the *SurveyMonkey* platform to understand the functionality and reached out to Ashridge Business School for support and guidance on the more advanced inferential statistical testing • It was beneficial to have co-reviewer and support from Ashridge Business School to sense check the objectivity of the data and help mitigate risk around researcher bias

Phases 2 and 3: Conducting Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs)	• As with Phase 1, it took longer than I expected to line people up. However, I used the learning from Phase 1 and built in sufficient buffer time to accommodate potential delays and develop a realistic fieldwork plan • Again, learning from Phase 1, time spent sensitising people to the research and the research instruments paid dividends. Despite on-going pressures, I deliberately allowed additional time when I felt it was needed to help HR colleagues, relevant managers, and research participants get a solid understanding of the research process and what was required from them • I found the FGDs and KIIs quite difficult to manage initially as I was not sure how the questioning route would work in practice. However, I grew in confidence as the process evolved and became more incisive with my questioning as the fieldwork progressed. I learnt new skills around probing for information, summarising contributions and encouraging responses from a range of participants on a particular theme • The interview skills learnt from conducting the FGDs and KIIs have helped improve my general questioning, probing and listening skills all of which have proved readily transferable to my professional life. I feel my own leadership has improved as a result • As with Phase 1, getting the response rates of 90% for the FGDs took a great deal of follow up and influencing skills • I found the transcription process long and arduous. However, it was also beneficial. By transcribing the FGDs and KIIs myself I got a much more intimate sense and understanding of the data which would not have been possible had someone else conducted the process • As with Phase 1, data analysis proved challenging in Phases 2 and 3 as I had no previous of coding. To overcome these barriers I re-read my DBA textbooks, other books on research methods and relevant literature on the subject. Similar to the point above around transcription, doing this myself allowed me to gain a number of valuable early insights into the data and having the results co-reviewed by Ashridge Business School once again proved a valuable exercise to ensure objectivity and reduce researcher bias • Managing KIIs proved more of a challenge than the FGDs. I found the KIIs, whilst an effective way of allowing people to talk more broadly around the research areas, presented challenges in terms of keeping people on track and focussed around the research topics • As with Phase 1, it helpful to have Ashridge Business School co-review the analysis and findings to help check the objectivity of the results and conclusions and to further mitigate risk of researcher bias

Source: author

* this summary is taken from the research journal maintained by the author throughout the fieldwork

In addition to the two areas described above, I feel there has been an increase in my overall intellectual and professional capacity as a result of doing the DBA, particularly during the supervision process. Although difficult to quantify or describe in detail, I feel much sharper at work and more willing and confident to positively question and challenging others. This change has been nicely complemented by an equal willingness and desire to encourage others to positively question and challenge me and the work we are jointly delivering. Again, although hard to describe in detail, as a result of the research experience I feel I have developed an ability to apply deep thinking to complex problems and to be able to concentrate for extended periods while not being distracted. I seem to be able to get through a lot more work than previously and simultaneously balance the minutiae of my professional life with an ability to focus on bigger issues for longer periods of time. This is indeed a valuable skill and one that has had a significant impact on my life and productivity at work. Lastly, as a result of completing the DBA, I feel I have also found my true voice at work based on a much deeper and richer understanding of the context in which the BC operates and the challenges the organisation faces. I therefore feel much better equipped to contribute to the BC's success in a more objective and measured way, as I have through the various areas described in Chapter Eight (Table 8.1.).

Further to the professional learning described above, a significant amount of personal learning has also resulted from completing the DBA. This is the subject of the next section.

9.4.2. Personal learning

On a personal level, the desire to start the DBA stemmed from a number of things: a sense that my academic and professional education remained somewhat incomplete; a nagging sense of some fundamental questions which endured about my work and the BC as an organisation; a need for greater professional challenge; and lastly, a desire to avoid a plateau of learning at work.

Much like the climb up Kilimanjaro (which I completed in 2016 on a break from my studies while living in Tanzania), completing the DBA has been a journey of great exploration. A long walk consisting of many steps not all of which have been necessarily in the right direction; an expedition where I have at times I felt lost. Looking back, I can clearly see the path I took to reach this point. At the outset, however, I could barely see the first step. During the last six years of study I have lived and worked in three different countries, watched my young son reach ten years old, adopted a baby girl (now nearly 5 years old) from Ethiopia and changed

personally in ways that I am only beginning to understand. Completing the DBA has, akin to the adoption process, been a very healthy exercise in humility. I have learnt that whilst I may now know a little more than I did before, there is still much to learn. I have become a lot more open and unassuming as a result of the DBA experience which is probably not a bad thing. It has, in short, been one of the toughest yet most enjoyable and rewarding experiences of my life.

Building on the benefits of the professional learning discussed above, the critical thinking, analytic and other skills have been readily transferrable into my personal life. I feel I have become a better listener as a result of the research experience and am more able to work independently and autonomously. I have certainly become more tenacious and ambitious as a result of completing the DBA and more willing to try new things and explore different areas. I have grown in self-confidence as a result of the research process (which as noted above has been nicely tempered with a healthy dose of humility) and start any new endeavour with an openness to learn and question that I did not have before. Lastly, although not really an aim at the beginning, I feel my studies over the last six years have been a very positive example for my children to observe i. e. the benefits of boundless curiosity, life-long learning, a willingness to face up to difficult questions, and to not be scared of admitting we don't know. In addition, completing the doctorate has demonstrated the simple but important point that success at many things in life is often achieved more through perseverance than as a result of skill or intellectual capacity.

9.5. Summary

This final chapter has presented the main conclusions of the research in addition to outlining the limitations of the study and suggestions for avenues of enquiry. It has also described the professional and personal learning that have been derived from the research process over the last six years during the completion of the doctorate, thus drawing the thesis to a conclusion.

Appendices

Appendix 1: Yukl's Managerial Practices Survey (MPS)

Managerial Practices Survey MPS G-16-4

Instructions: Please describe how much your boss uses each managerial practice or leadership behavior. The term "unit" refers to the team, department, division, or company for which your boss is the designated leader, and the term "members" refers to the people who report directly to your boss. Think about each type of behavior separately, and do not allow your general evaluation of the manager to bias your answers about specific behaviors. For each item, select one of the following response choices and write the number or code for it on the line provided.

5 To a Very great extent

4 To a Considerable extent

3 To a Moderate extent

2 To a Limited extent

1 Not at all, or Not applicable

Clarifying

1. Clearly explains the job responsibilities and task assignments of members
2. Explains what results are expected for a task or assignment
3. Explains the rules, policies, and standard procedures that must be followed
4. Sets specific performance goals and deadlines for important aspects of the work

Supporting

5. Shows concern for the needs and feelings of individual members of the work unit
6. Provides support and encouragement when there is a difficult or stressful task
7. Expresses confidence that members of the unit can perform a difficult task
8. Shows sympathy and understanding when a member is worried or upset

Envisioning

9. Describes a proposed change or new initiative with enthusiasm and optimism
10. Describes a clear, appealing vision for the work unit or organization
11. Describes exciting new opportunities for the work unit or organization
12. Talks in an inspiring way about what can be accomplished in the future

External Monitoring

13. Uses social networks and contacts with outsiders to get useful information
14. Keeps informed about advances in technology that are relevant for the work
15. Tries to learn about the needs and preferences of potential customers
16. Analyzes external events and trends to identify threats and opportunities

Planning Activities

17. Develops short-term plans for accomplishing the work unit's tasks
18. Plans and organizes unit activities to use people, equipment, and resources efficiently
19. Identifies the sequence and schedule of action steps needed to carry out a project
20. Schedules work activities to avoid delays, duplication of effort, and wasted resources

Recognizing

21. Praises effective performance by members of the work unit
22. Provides recognition for member achievements or important contributions
23. Provides recognition for good performance by the team or work unit
24. Recommends high performing members for appropriate rewards

Encouraging Innovation

25. Encourages innovative thinking and creative solutions to problems
26. Talks about the importance of innovation and flexibility for the success of the unit
27. Encourages members to look for better ways to accomplish work unit objectives
28. Asks questions that encourage members to think about old problems in new ways

Representing

29. Promotes a favorable image for the work unit with superiors and outsiders
30. Makes a persuasive presentation to get more funding or resources for the work unit
31. Negotiates favorable agreements for the work unit or organization
32. Meets with peers or outsiders to coordinate related activities with them

Monitoring Operations

33. Checks on the progress and quality of the work
34. Evaluates how well important tasks or projects are being performed
35. Requests progress reports for an important task or assignment
36. Evaluates the job performance of unit members in a systematic way

Developing Member Skills

37. Provides helpful feedback and coaching to members who need it
38. Makes assignments that allow members to develop more skills and confidence
39. Provides helpful career advice and mentoring to members
40. Encourages members to use available opportunities for improving their skills

Encouraging Collective Learning

41. Looks for ways to adapt best practices used by other work units or organizations
42. Encourages members to try new methods and learn how they affect performance
43. Conducts a review session after an activity to learn what can be improved
44. Encourages sharing of new knowledge with other members of the organization

Networking

45. Attends social and professional events to meet people with useful information
46. Builds and maintains a wide network of contacts among peers and outsiders
47. Joins social networks that include outsiders with useful information
48. Develops cooperative relations with people who can provide resources and assistance

Problem Solving

49. Recognizes the early stage of a problem that is likely to disrupt the work
50. Quickly determines the cause of a problem before taking corrective action
51. Resolves work-related problems promptly to prevent unnecessary costs or delays
52. Handles work-related problems in a confident and decisive way

Advocating Change

53. Explains why changes are necessary to deal with an emerging threat or opportunity
54. Explains why a policy or procedure is no longer appropriate and should be changed
55. Proposes relevant changes in objectives or strategies for the work unit or organization
56. Takes personal risks to push for approval of essential but difficult changes

Consulting about Decisions

57. Consults with members before making decisions that will affect them.
58. Asks members for ideas and suggestions when making decisions about the work.
59. Encourages members to express any concerns about a decision or plan they are asked to implement.
60. Modifies a proposal or plan to incorporate member suggestions and deal with their concerns.

Delegating

61. Encourages members to take responsibility for determining the best way to do their work.
62. Trusts members to make an important decision without getting prior approval.
63. Assigns an important task and lets a member decide how to do it without interfering.
64. Encourages members to take the initiative to deal with an immediate problem rather than waiting for someone to tell them what to do.

Appendix 2: Description of Yukl's Extended and Revised MPS

The MPS was designed to measure observable behaviors of managers or administrators in organizations. It is used by subordinates to describe the leadership behavior of their immediate supervisor or team leader. The MPS was not designed for leaders to describe their own behavior, which is much less accurate. A self-report leader version should not be used except to compare leader self-perceived behavior to leader behavior reported by subordinates.

The most recent version of the MPS has been revised and extended to measure 16 specific component behaviors in 4 meta-categories (task, relations, change, external). The behaviors are defined in the attached table and explained in my 2012 article (G. Yukl, *Academy of Management Perspectives*, November, 66-85). The scale for each component behavior has 4 items (the minimum necessary for adequate reliability and content validity), and they are grouped into labeled behavior scales to facilitate respondent discrimination. There are five fixed response choices for an item (5-To a Very great extent, 4-To a Considerable extent, 3-To a Moderate extent, 2-To a Limited extent, 1-Not at all, or Not applicable). The scale score for a specific behavior should be reported in terms of the mean item score (with a possible range from 1 to 5). Primary analyses should use the specific component behaviors (not the meta-categories), because they have somewhat different antecedents, effects, and facilitating conditions.

The 16 specific behaviors are all potentially relevant for influencing team or work-unit performance, but the situation determines which behaviors are most important and not every behavior is relevant for every leader. For research on effective leadership it is desirable to identify relevant behaviors. If any behaviors are clearly not relevant for the sample of leaders and situation, these behaviors can be deleted, as can behaviors not easily observed by subordinates (such as the external behaviors). However, if you are not sure about the relevance of some behaviors, then a good research strategy is to begin by using focus groups of managers to explore the relevance of each type of behavior. An alternative is to use the full questionnaire to ensure than no important behaviors are overlooked and to determine whether there is confounding of the retained behaviors with any that are missing. The wording of the items was is appropriate for describing the observable behavior of most middle and lower level managers in a company, but for other types of leaders it may be desirable to revise some of the items.

All leader behavior questionnaires are prone to respondent biases and attributions, but ratings are more accurate when respondents have some initial preparation to ensure they understand the difference among behaviors and to warn them about response biases such as halo and recency effects. If possible it is also desirable to have subordinates observe their leader for a few months after learning the definitions so they can pay attention to the behaviors. Best of all is to get subordinates to keep a weekly behavior checklist or incident diary for a few months prior to the questionnaire survey. In addition to improving the accuracy of the MPS scores, data from this type of supplementary measure will make the study more interesting, unique, and useful.

The MPS is a copyrighted questionnaire, but there is no charge for using it in research projects. However, do not use it for consulting interventions without prior approval and agreement about compensation. No changes should be made in the content or response choices for the MPS without first getting my approval, and only scale definitions and sample items (rather than the entire questionnaire) should be shown in any research reports involving it.

Definitions of 16 Specific Leadership Behaviors

Task-oriented

Planning: develops short-term plans for the work; determines how to schedule and coordinate activities to use people and resources efficiently; determines the action steps and resources needed to accomplish a project or activity.
Clarifying Roles & Objectives: clearly explains task assignments and subordinate responsibilities; sets specific goals and deadlines for important aspects of the work; explains priorities for different objectives; explains rules, policies, and standard procedures.
Monitoring Operations & Performance: checks on the progress and quality of the work, examines relevant sources of information to determine how well important tasks are being performed; and evaluates the performance of members in a systematic way.
Problem Solving & Disturbance Handling: identifies work-related problems that can disrupt operations, makes a systematic but rapid diagnosis, and takes action to resolve the problems in a decisive and confident way.

Relations-oriented

Supporting: shows concern for the needs and feelings of individuals; provides support and encouragement when there is a difficult or stressful task; and expresses confidence that a subordinate can successfully complete it.
Recognizing: praises effective performance by individuals or the team; provides recognition for member achievements and contributions to the organization, and recommends appropriate rewards for people with high performance.
Developing Skills: provides helpful feedback and coaching for a person who needs it; provides helpful career advice, and encourages subordinates to take advantage of opportunities for skill development.
Consulting: checks with people before making decisions that affect them, encourages participation in decision making, and using the ideas and suggestions of others.
Delegating: delegates responsibility and authority, allows more autonomy and discretion in work activities, and trusts people to solve problems and make decisions without prior approval.
Developing: provides coaching and career advice, provides opportunities for skill development, and helps people learn how to improve their skills.

Change-oriented

Advocating Change: explains an emerging threat or opportunity; explains why a policy or procedure is no longer appropriate and should be changed; proposes desirable changes; takes personal risks to push for approval of essential but difficult changes.
Envisioning Change: communicates a clear, appealing vision of what could be accomplished; links the vision to member values and ideals; describes a proposed change or new initiative with enthusiasm and optimism.
Encouraging Innovation: talks about the importance of innovation and flexibility; encourages innovative thinking and new approaches for solving problems; encourages and supports efforts to develop innovative new products, services, or processes.
Facilitating Collective Learning: uses systematic procedures for learning how to improve work unit performance; helps people understand causes of work unit performance; encourages people to share new knowledge with each other.

External Behaviors

Networking: attends meetings or events, and joins professional associations, social clubs, and social networks to build and maintain favorable relationships with peers, superiors, and outsiders who can provide useful information and assistance.
External Monitoring: analyzing information about events, trends, and changes in the external environment to identify threats, opportunities, and other implications for the work unit.
Representing: lobbying for essential funding or resources; promoting and defending the reputation of the work unit or organization; negotiating agreements and coordinating activities with people outside the work unit or organization.

Appendix 3: Managerial Practices Survey (MPS) Sample

Middle East and North Africa (MENA) Sample		
SI	Country	Post Title
1	Algeria	Country Director
2		Director English Language Services
3		English Projects Manager
4		Assistant Director, Programmes
5	Egypt	Regional Finance Manager
6		Head of Programmes Creativity
7		Project Manager English Connect
8		Head of Programmes Social Development
9		Head Marketing and Communications
10		Head of Digital Society
11		Head Customer Services
12		Head Human Resources
13		Head of Finance
14		Regional Customer Services Manager
15		Head of School Exams
16		IELTS Web Manager
17		Regional IELTS Academic Manager
18		Head Programmes Education
19		Regional Research Manager
20		Head of Resources
21		Director Alexandria
22	Iraq	Country Director
23		Finance and Risk Manager
24		UNICEF Project Director
25		Director Eribil/ Deputy Director
26	Jordan	Regional Decision Support Manager
27		Deputy Director
28		Regional Governance Manager
29		Country Examinations Manager
31		Senior Program Manager
32		Assistant Director Resources

33		Finance and Risk Manager
34		Marketing and Planning Manager
35		Assistant Teaching Centre Manager
36		Professional Development Centre Manager
37		Senior Teacher
38		Senior Teacher
39		Senior Teacher
40		Senior Teacher
41		Senior Teacher
42		Teaching Centre Manager
43	Kuwait	Country Director
44		Assistant Director Partnerships
45		Assistant Director Resources
46		Customer Services Manager
47	Lebanon	Country Director
48		Deputy Teaching Centre Manager
49		Director Programmes and Parternships
50	Libya	Director English
51		Assistant Director Programmes
52		Assitant Director BSS
53		Deputy Director
54	Morocco	Country Director
55		Regional Head HR
56		Teaching Centre Manager
57	Oman	Country Director
58		Assistant Director Programmes
59		Deputy Teaching Centre Manager
60	Palestine	Country Director
61		Assistant Director Programmes
62	Qatar	Country Director
63		Director English Language Services
64		Deputy Teaching Centre Manager
65		Deputy Country Exams Manager
66		Head of Arts and Creativity
67		Head of Resources
68	Saudi Arabia	Country Director

69		Regional Examinations Manager
70		Deputy Regional Examinations Manager
71		Teaching Centre Manager
72	Tunisia	Country Director
73	United Arab Emirates	Country Director
74		Regional Product Development Manager
75		Regional Director Marketing

Sub-Saharan Africa (SSA) Sample		
SI	Country	Post Title
1	Botswana	Country Director
2	Cameroon	Exams Manager
3	Ethiopia	Country Director
4		Assitant Director Programmes
5	Ghana	Regional Finance Operations Manager
6		Country Director
7	Kenya	Country Director
8		Regional Business Development Manager
9		Regional Business Development Manager
10		Information Policy Advisor
11		Director Programmes and Partnerships
12		Regional Finance Director
13		Regional Partnerships Manager
14		Contracts Manager
15		HR Pay Performance and Contracts Manager
16		Regional Director Examinations
17		Regional Lead Talent Management
18	Malawi	Country Director
19	Mauritius	Country Director
20		Regional Monitoring and Evaluation Manager
21	Mozambique	Country Director
22	Nigeria	Country Director
23		Assistant Director
24		Assistant Director
25		Head Human Resources
26	Rwanda	Country Director
27		Academic Manager
28	Senegal	Business Director
29		Country Director
30	Sierra Leone	Country Director
31	South Africa	Country Director
32		Deputy Director South Africa
33		Compliance and Resources Manager
34		Regional Arts Director

35		Deputy Director South Africa
36		Content and Digital Communications Manager
37	South Sudan	Project Manager
38		Country Director
39	Sudan	Director
40		Head of Programmes
41		Head Finance and Resources
42	Tanzania	Director Programmes and Business Development
43		Project Manager
44		Head Finance and Resources
45		Exams Services Manager
46	Uganda	Country Director
47		Regional Commonwealth Scholarships Manager
48		Regional Customer Management Lead
49	Zambia	Head Finance and Resources
50		Country Director
51		Country Exams Manager
52	Zimbabwe	Country Director
53		Regional Risk and Compliance Manager
54		Country Exams Manager
55		Regional Connecting Classrooms Manager

South Asia (SA) Sample		
SI	Country	Post Title
1	Afghanistan	Country Director
2		Deputy Director
3		Programme Manager
4		Programme Manager
5	Bangladesh	Country Director
6		Deputy Director
7		Business Development Director
8		Regional Society Manager
9		Arts Manager
10		Regional Scholarships Manager
11		Head of Marketing
12		Director Examinations
13		Customer Services Manager
14		Head HR
15		IT Manager
16	India	Country Director
17		Head Human Resources
18		Director Operations
19		Head of Procurement
20		Regional Finance Business Partner
21		Regional Business Support Manager
22		Head of Programmes North India
23		Director Education and Society
24		Senior Education Advisor India
25		Regional Manager, Services for International Marketing
26		Director English for Education Systems
27		Regional Manager Customer Services
28		Regional Director Teaching and English
29		Head of Examinations North India
30		Director South India
31		Assistant Director Partnerships India
32		Director East India
33		Head Programmes East India
34		Head of Examinations, East India

35		Director West India
36		Head of Resources West India
37		Assistant Director Marketing Examinations
38		Marketing Manager Examinations
39		Head of Examinations West India
40		Head of English West India
41		Head of Services for Education India
42	Nepal	Country Director
43		Head of Programmes
44		Resources Manager
45		Programme Manager
46	Pakistan	Country Director
47		Director Programmes
48		HR Manager
49		Director Operations Exams
50		Director Marketing and Communications
51		Marketing Manager
52		Head Exams Operations
53		Regional Director Society
54		Director Education
55		Head of Contracts
56		Director Punjab
57		HR Manager
58		Director English
59		Director PEELI Project
60		Project Manager
61		Director Business Development Exams
62		Director Examinations
63		Head Finance, Examinations
64		Director Sindh and Balochistan
65		Procurement Manager
66		HR Manager
67		HR Director
68	Sri Lanka	Country Director
69		Country Exams Manager
70		Teaching Centre Manager

71		Customer Services Manager
72		Head of Programmes
73		Head of Finance and Resources
74		Programme Manager
75		Marketing and Customer Services Manager

Appendix 4: Guidance Note for MPS Research Participants

Leading the Matrix: Guide for Research Participants v3 FINAL 19.09.15

Thank you for taking part in this research which seeks to better understanding the leadership behaviours demonstrated during the transition to a matrix structure such as the one we have at the British Council. All responses collected during this research are totally confidential and no individual's identity will be revealed in any manner whatsoever. The university further guarantee the confidentiality of this research for a three year period Thus you are totally anonymous for the purposes of this study. I thank you in advance for your help at this stage.

Purpose: the purpose of this guide is to give you a brief overview of the study, to outline the structure of the fieldwork, to briefly explain the survey methodology and to help you prepare for participating in the research.

Research Overview: the purpose of this study is to explore the leadership behaviours demonstrated during the transition to a matrix structure in the British Council. The research is part of my doctoral dissertation and I am very grateful for your input and insights as part of the study. As noted above, all responses are confidential no individuals can be identified. Your privacy and anonymity are guaranteed.

Phase 1 of Fieldwork: in the first phase of the fieldwork, you and other colleagues across three regions in the British Council (Sub-Saharan Africa, South Asia and Middle East and North Africa) are participating in a survey of leadership behaviour. This survey is called the **Managerial Practices Survey (MPS)**. The MPS measures the observable behaviours of leaders in organisations in areas such as task management, relationships, change and the external environment. The copyright for the MPS belongs to Professor Gary Yukl and is being used for this study with the kind permission of the author.

The Managerial Practices Survey (MPS): the MPS asks you to candidly and concisely rate the observable behaviours of your immediate supervisor (your 'boss') on a scale of 1 to 5 where: 5 = to a very great extent, and 1 = not at all, or not applicable. The table overleaf provides a more detailed description of the behaviours measured by the MPS. .

Preparation for participating in the research: to help you prepare for the research please familiarise yourself with the leadership behaviours on the next page. Please also start keeping a journal or log of the behaviours you observe in your boss at work from now on. This will help you be more effective when take part in the survey and also in other phases of the research.

Phases 2 and 3 of Fieldwork: in subsequent phases of the research, you and other colleagues in Sub-Saharan Africa, South Asia and Middle East and North Africa may be asked to participate in focus group discussions and key informant interviews. The purpose of phases 2 and 3 of the fieldwork is to further explore and refine the findings of the MPS survey.

Thank you in advance for your participation in this research. Please rest assured that at all times your privacy will be protected and your responses kept anonymous and confidential.

Managerial Practices Survey (Yukl)	
Behaviours	
i.	**Planning**: develops short-term plans for the work; determines how to schedule and coordinate activities to use people and resources efficiently; determines the action steps and resources needed to accomplish a project or activity.
ii.	**Clarifying Roles & Objectives**: clearly explains task assignments and subordinate responsibilities; sets specific goals and deadlines for important aspects of the work; explains priorities for different objectives; explains rules, policies, and standard procedures.
iii.	**Monitoring Operations & Performance**: checks on the progress and quality of the work, examines relevant sources of information to determine how well important tasks are being performed; and evaluates the performance of members in a systematic way.
iv.	**Problem Solving & Disturbance Handling**: identifies work-related problems that can disrupt operations, makes a systematic but rapid diagnosis, and takes action to resolve the problems in a decisive and confident way.
i.	**Supporting**: shows concern for the needs and feelings of individuals; provides support and encouragement when there is a difficult or stressful task; and expresses confidence that a subordinate can successfully complete it.
ii.	**Recognising**: praises effective performance by individuals or the team; provides recognition for member achievements and contributions to the organisation, and recommends appropriate rewards for people with high performance.
iii.	**Developing Skills**: provides helpful feedback and coaching for a person who needs it; provides helpful career advice, and encourages subordinates to take advantage of opportunities for skill development.
iv.	**Consulting**: checks with people before making decisions that affect them, encourages participation in decision making, and using the ideas and suggestions of others.
v.	**Delegating**: delegates responsibility and authority, allows more autonomy and discretion in work activities, and trusts people to solve problems and make decisions without prior approval.
vi.	**Developing**: provides coaching and career advice, provides opportunities for skill development, and helps people learn how to improve their skills.
i.	**Advocating Change**: explains an emerging threat or opportunity; explains why a policy or procedure is no longer appropriate and should be changed; proposes desirable changes; takes personal risks to push for approval of essential but difficult changes.
ii.	**Envisioning Change**: communicates a clear, appealing vision of what could be accomplished; links the vision to member values and ideals; describes a proposed change or new initiative with enthusiasm and optimism.
iii.	**Encouraging Innovation**: talks about the importance of innovation and flexibility; encourages innovative thinking and new approaches for solving problems; encourages and supports efforts to develop innovative new products, services, or processes.
iv.	**Facilitating Collective Learning**: uses systematic procedures for learning how to improve work unit performance; helps people understand causes of work unit performance; encourages people to share new knowledge with each other.
i.	**Networking**: attends meetings or events, and joins professional associations, social clubs, and social networks to build and maintain favourable relationships with peers, superiors, and outsiders who can provide useful information and assistance.
ii.	**External Monitoring**: analysing information about events, trends, and changes in the external environment to identify threats, opportunities, and other implications for the work unit.
iii.	**Representing**: lobbying for essential funding or resources; promoting and defending the reputation of the work unit or organisation; negotiating agreements and coordinating activities with people outside the work unit or organisation.

END

Appendix 5: Follow up Note to MPS Research Participants

Follow up to call with research participants **v2 FINAL 27.10.15**

Thank you for taking part in this research which seeks to better understand leadership behaviour in a matrix structure, such as the one we have at the British Council. Please find below some brief notes that summarise what was discussed on the call. If you have any further questions about the study, or things you wish to clarify or seek advice on, please let me know. I will happily answer any queries you may have or share the insights that have already come from the research to date. Once again, many thanks, I am very grateful for your contributions and inputs.

1) **Research overview:** the purpose of this study is to explore leadership behaviours in a matrix structure in the British Council. The research is part of my doctoral dissertation and already supporting a number of initiatives in our global HR approaches. We are very grateful for your input and insights as part of the study.

2) **Anonymity and confidentiality:** understandably, people sometimes feel a little uncomfortable rating their immediate 'boss' or supervisor. Please remember all responses collected during this research are totally confidential and no individual's identity will be revealed in any manner whatsoever. This is guaranteed a number of ways: firstly, the data collection instruments are designed to anonymise all responses; secondly, my research contract with the BC guarantees the anonymity and confidentiality of participants; and thirdly, the university where I am studying further guarantee the anonymity and confidentiality of all responses for a three year period. You are thus totally anonymous for the purposes of this study.

3) **The Managerial Practices Survey (MPS):** during the first phase of fieldwork in November 2015 you and other colleagues across Sub-Saharan Africa, South Asia and Middle East and North Africa will complete a brief survey of leadership behaviour. The MPS measures leadership behaviours in areas such as task management, relationships, change and the external environment. In the survey you are asked to candidly and concisely rate the behaviour of your immediate supervisor (your 'boss') on a scale of 1 to 5 where: 5 = to a very great extent, and 1 = not at all, or not applicable.

4) **Advice on taking part in survey based research:** survey based research, like all research approaches, has a number of benefits and limitations. During the survey please be mindful of the following:

- the 'halo' effect: the tendency to generalise views about someone or something based on one aspect
- the 'recency' effect: the tendency to remember more recent events at the expense of earlier ones
- acquiescence: the tendency to 'just say yes' in surveys
- bias: the tendency not lose objectivity because we don't like something or someone

Preparation for participating in the research: to help you prepare for the research please familiarise yourself with the leadership behaviours on the next page. Please also start keeping a journal or log of the behaviours you observe in your boss at work from now on. This will help you be more effective when take part in the survey and also in other phases of the research.

Phases 2 and 3 of Fieldwork: in subsequent phases of the research, you and other colleagues in Sub-Saharan Africa, South Asia and Middle East and North Africa may be asked to participate in focus group discussions and key informant interviews. The purpose of phases 2 and 3 of the fieldwork is to further explore and refine the findings of the MPS survey.

Thank you in advance for your participation in this research. Please rest assured that at all times your privacy will be protected and your responses kept anonymous and confidential.

Appendix 6: Descriptive Statistics for MPS

MPS Data Set and Quantitative Analysis					
Meta-category of Leadership Behaviour: Task Oriented					
Question (Q)		Mean	SD	Mode	Median
1	Clearly explains the job responsibilities and task assignments of members	2.58	0.93	3.00	3.00
2	Explains what results are expected for a task or assignment	2.47	0.92	2.00	2.00
3	Explains the rules, policies, and standard procedures that must be followed	2.73	0.95	3.00	3.00
4	Sets specific performance goals and deadlines for important aspects of the work	2.51	1.00	2.00	2.00
5	Develops short-term plans for accomplishing the work unit's tasks	2.94	1.12	3.00	3.00
6	Plans and organises unit activities to use people, equipment, and resources effectively	2.96	1.07	2.00	3.00
7	Identifies the sequence and schedule of action steps needed to carry out a project	2.90	1.03	3.00	3.00
8	Schedules work activities to avoid delays, duplication of effort, and wasted resources	3.03	1.10	3.00	3.00
9	Checks on the progress and quality of work	2.59	0.97	3.00	3.00
10	Evaluates how well important tasks or projects are being performed	2.63	0.91	3.00	3.00
11	Requests progress reports for an important task or assignment	2.68	1.06	3.00	3.00
12	Evaluates the job performance of unit members in a systematic way	2.86	1.08	3.00	3.00
13	Recognises the early stage of a problem that is likely to disrupt the work	2.81	0.87	3.00	3.00
14	Quickly determines the cause of a problem before taking corrective action	2.77	0.97	2.00	3.00
15	Resolves work-related problems promptly to prevent unnecessary costs or delays	2.83	0.95	2.00	3.00
16	Handles work-related problems in a confident and decisive way	2.61	1.01	2.00	2.00
Meta-category of Leadership Behaviour: Relations Oriented					
Question (Q)		Mean	SD	Mode	Median
1	Shows concern for the needs and feelings of individual members of the work unit	2.44	1.16	2.00	2.00
2	Provides support and encouragement when there is a difficult or stressful task	2.43	1.05	2.00	2.00
3	Expresses confidence that members of the unit can perform a difficult task	2.38	0.99	2.00	2.00
4	Show sympathy and understanding when a member is worried or upset	2.44	1.11	2.00	2.00
5	Praises effective performance by members of the work unit	2.35	1.08	2.00	2.00
6	Provides recognition for member achievements or important contributions	2.43	1.09	2.00	2.00
7	Provides recognition for good performance by the team or work unit	2.39	1.05	2.00	2.00
8	Recommends high performing members for appropriate rewards	2.86	1.27	2.00	3.00
9	Provides helpful feedback and coaching to members who need it	2.78	1.03	3.00	3.00
10	Makes assignments that allow members to develop more skills and confidence	3.03	1.05	3.00	3.00
11	Provides helpful career advice and mentoring to members	3.08	1.20	3.00	3.00
12	Encourages members to use available opportunities for improving their skills	2.82	1.09	3.00	3.00
13	Consults with members before making decisions that will affect them	2.77	1.16	3.00	3.00
14	Asks members for ideas and suggestions when making decisions about the work	2.46	1.06	2.00	2.00
15	Encourages members to express any concerns about a decision or plan they are asked to implement	2.55	1.04	2.00	2.00
16	Modifies a proposal or plan to incorporate member suggestions and deal with their concerns	2.64	1.01	2.00	3.00
17	Encourages members to take responsibility for determining the best way to do their work	2.26	0.98	2.00	2.00
18	Trusts members to make an important decision without getting prior approval	2.58	1.14	2.00	2.00
19	Assigns an important task and lets a member decide how to do it without interfereing	2.52	1.12	2.00	2.00
20	Encourages members to take the initiative to deal with an immediate problem rather than waiting for someone to tell them what to do	2.34	1.09	2.00	2.00
Meta-category of Leadership Behaviour: External Oriented					
Question (Q)		Mean	SD	Mode	Median
1	Uses social networks and contacts with outsiders to get useful information	2.87	1.12	3.00	3.00
2	Keeps informed about advances in technology that are relevant for the work	3.19	0.98	3.00	3.00
3	Tries to learn about the needs and preferences of customers	2.69	1.14	2.00	3.00
4	Analyses external events and trends to identify threats and opportunities	2.51	1.10	2.00	2.00
5	Promotes a favourable image for the work unit with superiors and outsiders	2.25	1.03	2.00	2.00
6	Makes a persuasive presentation to get more funding or resources for the work unit	2.54	1.19	2.00	2.00
7	Negotiates favourable agreements for the work unit or organisation	2.73	1.16	3.00	3.00
8	Meets with peers or outsiders to coordinate related activities with them	2.52	1.10	2.00	2.00
9	Attends social and professional events to meet people with useful information	2.35	1.16	2.00	2.00
10	Builds and maintains a wide network of contacts among peers and outsiders	2.33	1.08	2.00	2.00
11	Joins social networks that include outsiders with useful information	2.85	1.21	3.00	3.00
12	Develops cooperative relationships with people who can provide resources and assistance	2.40	1.00	2.00	2.00
Meta-category of Leadership Behaviour: Change Oriented					
Question (Q)		Mean	SD	Mode	Median
1	Describes a proposed change or new initiative with enthusiasm and optimism	2.22	0.93	2.00	2.00
2	Describes a clear, appealing vision for the work unit or organisation	2.54	1.04	2.00	2.00
3	Describes exciting new opportunities for the work unit or organisation	2.51	1.07	3.00	2.00
4	Talks in an inspiring way about what can be accomplished in the future	2.48	1.16	2.00	2.00
5	Encourages innovative thinking and creative solutions to problems	2.53	0.92	2.00	2.00
6	Talks about the importance of innovation and flexibility for the success of the unit	2.71	0.97	3.00	3.00
7	Encourages members to look for better ways to accomplish work unit objectives	2.66	0.92	2.00	3.00
8	Asks questions that encourage members to think about old problems in new ways	2.77	1.02	3.00	3.00
9	Looks for ways to adapt best practices used by other work units or organisations	2.88	1.00	3.00	3.00
10	Encourages members to try new methods and learn how they affect performance	2.96	0.99	3.00	3.00
11	Conducts a review session after an activity to learn what can be improved	3.22	1.05	3.00	3.00
12	Encourages sharing of new knowledge with other members of the organisation	2.86	1.00	3.00	3.00
13	Explains why changes are necessary to deal with an emerging threat or opportunity	2.56	0.98	2.00	2.00
14	Explains why a policy or procedure is not long appropriate and should be changed	2.76	1.04	2.00	3.00
15	Proposes relevant changes in objectives or strategies for the work unit or organisation	2.63	1.04	3.00	3.00
16	Takes personal risks to push for approval of essential but difficult changes	2.87	1.25	3.00	3.00
Scale 1-5 (code of 1 = to a very great extent, coding of 5 = not at all, not applicable)					
Source: Surveky Monkey Basic Statistics					
END					

Source: author, n = 150, scale of 1-5; 1 = high, 5= low

Task-Oriented Behaviours: Most and Least Observed

Question in MPS	Mean	
Explains what results are expected for a task or assignment	2.47	most observed
Sets specific performance goals and deadlines for important aspects of the work	2.51	
Clearly explains the job responsibilities and task assignments of members	2.58	
Checks on the progress and quality of work	2.59	
Evaluates the job performance of unit members in a systematic way	2.86	least observed
Identifies the sequence and schedule of action steps needed to carry out a project	2.90	
Develops short-term plans for accomplishing the work unit's tasks	2.94	
Plans and organises unit activities to use people, equipment, and resources effectively	2.96	
Schedules work activities to avoid delays, duplication of effort, and wasted resources	3.03	

Relations-Oriented Behaviours: Most and Least Observed

Question in MPS	Mean	
Encourages members to take responsibility for determining the best way to do their work	2.26	most observed
Encourages members to take the initiative to deal with an immediate problem rather than waiting for someone to tell them what to do	2.34	
Praises effective performance by members of the work unit	2.35	
Expresses confidence that members of the unit can perform a difficult task	2.38	
Provides recognition for good performance by the team or work unit	2.39	
Provides helpful feedback and coaching to members who need it	2.78	least observed
Encourages members to use available opportunities for improving their skills	2.82	
Recommends high performing members for appropriate rewards	2.86	
Makes assignments that allow members to develop more skills and confidence	3.03	
Provides helpful career advice and mentoring to members	3.08	

External-Oriented Behaviours: Most and Least Observed

Question in MPS	Mean	
Promotes a favourable image for the work unit with superiors and outsiders	2.25	most observed
Builds and maintains a wide network of contacts among peers and outsiders	2.33	
Attends social and professional events to meet people with useful information	2.35	
Joins social networks that include outsiders with useful information	2.85	least observed
Uses social networks and contacts with outsiders to get useful information	2.87	
Keeps informed about advances in technology that are relevant for the work	3.19	

Change-Oriented Behaviours: Most and Least Observed

Question in MPS	Mean	
Describes a proposed change or new initiative with enthusiasm and optimism	2.22	most observed
Talks in an inspiring way about what can be accomplished in the future	2.48	
Describes exciting new opportunities for the work unit or organisation	2.51	
Encourages innovative thinking and creative solutions to problems	2.53	
Takes personal risks to push for approval of essential but difficult changes	2.87	least observed
Looks for ways to adapt best practices used by other work units or organisations	2.88	
Encourages members to try new methods and learn how they affect performance	2.96	
Conducts a review session after an activity to learn what can be improved	3.22	

Source: author, n = 150, scale of 1-5; 1 = high, 5= low

Appendix 7: Inferential Statistics for MPS

Inferential analyses by one-way repeated measures ANOVA were conducted to explore the leadership behaviours within each meta-category (task-oriented; change-oriented; relations-oriented; external behaviour) demonstrated during the transition to a matrix structure. The findings from this analysis are presented below for each meta-category of leadership behaviour.

Task-oriented behaviours: for task-oriented behaviours, the Mauchly's test indicated a degree of violation of the sphericity assumption, $Chi^2(5) = 12.57$, $p = .03$, therefore, the degrees of freedom were corrected using Greenhouse Geisser estimates of sphericity. The differences reported in the task-oriented leadership behaviours were statistically significant, $F(2.\ 79, 314.71) = 7.\ 10$, $p < .01$, *partial eta*$^2 = .06$. Follow-up post-hoc comparisons, Bonferroni adjusted for multiple testing (corrected $p < .008$), suggested that behaviours relating to clarifying roles were demonstrated the most, and statistically significantly more often than planning behaviours and monitoring operations behaviours. Clarifying behaviours were also observed more than external monitoring behaviours, although this difference was not statistically significant at the Bonferroni corrected alpha level.

Descriptive Statistics for Task-Oriented Leadership Behaviours

			95% CI	
Scale	*M*	*SE*	LL	UL
Planning activities	12. 46	. 34	11. 79	13. 12
Clarifying	13. 66	. 29	13. 09	14. 22
Monitoring Operations	12. 67	. 32	12. 05	13. 31
Problem solving	13. 17	. 30	12. 56	13. 77

Source: author / Ashridge Business School; n = 114

Post-hoc Comparisons for Task-Oriented Behaviours

				95% CI	
Scale		*M difference*	*SE*	LL	UL
Planning activities	Clarifying	-1. 20**	. 24	-1. 85	-0. 55
	Monitoring Operations	-. 22	. 31	-1. 06	0. 62
	Problem solving	-. 71	. 27	-1. 44	0. 02
Clarifying	Monitoring Operations	. 98*	. 31	. 14	1. 83
	Problem solving	. 49	. 26	-. 22	1. 20
External monitoring	Problem solving	-. 49	. 29	-1. 28	0. 30

*Source: author / Ashridge Business School; n = 114; **p < . 008; *p < . 05.*

Relations-oriented behaviours: for relations-oriented behaviours, the Mauchly's test indicated a degree of violation of the sphericity assumption, $Chi^2(9) = 55.14$, $p < .01$, therefore, the degrees of freedom were corrected using Greenhouse Geisser estimates of sphericity. The differences reported in the relations-oriented leadership behaviours were statistically significant, $F(3.25, 432.32) = 17.20$, $p < .01$, *partial eta*^{2} = .12. Follow-up post-hoc comparisons, Bonferroni adjusted for multiple testing (corrected $p < 005.$), suggested that behaviours relating to delegating were demonstrated the most, and statistically significantly more often than developing members skills. Supporting behaviours were also one of the most frequently reported relations-oriented behaviours. Developing member skills was the least observed relations-oriented behaviour and was observed statistically significantly less than all other relations-oriented behaviours.

Descriptive Statistics for Relations-Oriented Leadership Behaviours

			95% CI	
Scale	*M*	*SE*	LL	UL
Supporting	14. 22	. 33	13. 56	14. 88
Recognising	13. 94	. 36	13. 23	14. 65
Developing member skills	12. 28	. 33	11. 62	12. 94
Consulting	13. 58	. 34	12. 90	14. 26
Delegating	14. 39	. 33	13. 75	15. 04

Source: author / Ashridge Business School; n = 134

Post-hoc Comparisons for Relations-Oriented Behaviours

				95% CI	
Scale		*M difference*	*SE*	LL	UL
Supporting	Recognising	. 28	. 22	-0. 35	0. 92
	Developing	1. 94**	. 23	1. 29	2. 59
	Consulting	. 64	. 30	-0. 22	1. 51
	Delegating	-. 17	. 30	-1. 03	0. 68
Recognising	Developing	1. 66**	. 23	1. 00	2. 31
	Consulting	. 36	. 32	-0. 56	1. 28
	Delegating	-. 45	. 33	-1. 40	0. 49
Developing	Consulting	-1. 30**	. 30	-2. 16	-0. 44
Consulting	Delegating	-. 81	. 29	-1. 63	. 003

*Source: author / Ashridge Business School; n = 134; ** p < .005.*

Change-oriented behaviours: for change-oriented behaviours, the Mauchly's test indicated a degree of violation of the sphericity assumption, $Chi^2(5) = 26.17$, $p < .01$, therefore, the degrees of freedom were corrected

using Greenhouse Geisser estimates of sphericity. The differences reported in the change-oriented leadership behaviours were statistically significant, $F(2.\ 67,\ 373.\ 38) = 24.10$, $p < .01$, *partial eta*$^2 = .15$. Follow-up post-hoc comparisons, Bonferroni adjusted for multiple testing (corrected $p < 008.$), suggested that behaviours relating to envisioning change were observed the most, and statistically significantly more often than all other change-oriented behaviours. Furthermore, encouraging innovation was demonstrated more than collective learning.

Descriptive Statistics for Change-Oriented Observed Behaviours

			95% CI	
Scale	*M*	*SE*	LL	UL
Advocating change	13. 22	. 31	12. 62	13. 82
Envisioning change	14. 24	. 32	13. 62	14. 86
Encouraging innovation	13. 37	. 28	12. 81	13. 93
Collective learning	12. 10	. 28	11. 54	12. 66

Source: author / Ashridge Business School; n = 141

Post-hoc Comparisons for Change-Oriented Behaviours

				95% CI	
Scale		*M difference*	*SE*	LL	UL
Advocating change	Envisioning change	-1. 02**	. 25	-1. 69	-0. 35
	Encouraging innovation	-0. 15	. 25	-0. 82	0. 52
	Collective learning	1. 12	. 23	0. 50	1. 74
Envisioning change	Encouraging innovation	. 87*	. 28	0. 13	1. 61
	Collective learning	2. 14**	. 29	1. 36	2. 92
Encouraging innovation	Collective learning	1. 27**	. 21	0. 71	1. 83

*Source: author / Ashridge Business School; n = 141; ** p < .008; *p < .05.*

External behaviours: the differences reported in external behaviours were statistically significant, $F(2, 284) = 17.\ 32$, $p < .01$, *partial eta*$^2 = .11$. Follow-up post-hoc comparisons, Bonferroni adjusted for multiple testing

(corrected $p < 01.$), suggested that behaviours relating to networking were observed the most, and statistically significantly more often than external monitoring behaviours for comparison results. Furthermore, representing behaviours were also observed more than external monitoring behaviours.

Descriptive Statistics for External-Oriented Behaviours

			95% CI	
Scale	*M*	*SE*	LL	UL
Networking	14. 22	. 31	13. 61	14. 83
External monitoring	12. 72	. 29	12. 15	13. 29
Representing	14. 06	. 31	13. 44	14. 67

Source: author / Ashridge Business School; n= 143

Post-hoc Comparisons for External-Oriented Behaviours

				95% CI	
Scale		*M difference*	*SE*	LL	UL
Networking	External monitoring	1. 50**	. 29	0. 79	2. 22
	Representing	. 17	. 26	-0. 45	0. 79
External monitoring	Representing	-1. 34**	. 30	-2. 03	-0. 64

*Source: author / Ashridge Business School; n = 143; ** p < .01*

Appendix 8: Focus Group Questioning Route

Leading the Matrix: Questioning Route for Focus Groups v7 FINAL 12.02.16

Stage 1: Introduction and Context Setting	
Introduction and context setting: a brief summary of the following (not for transcription) • Overview of study / purpose and benefits to BC • Ethics: anonymity, confidentiality, voluntary nature of participation, recording and transcribing • Summary of today's FGD – purpose, participation, openness, and link to other phases of field work	
Stage 2: Focus Group Questions and Discussion	
Opening question to each participant as an icebreaker (not for transcription)	1. Before we start, let's do some introductions so we know a little more about each other. Can you please tell us your name, what you do, and your favourite thing about the British Council?
Transition	2. Let's move on to the topic of today's focus group – leadership behaviour. I'd like you to look at the taxonomy of leadership behaviour I sent before today's telephone call. Please also think about the leaders around you.
Key Questions	3. What are the behaviours you observe most in the leaders around you?
	4. What are the leadership behaviours that you'd like to see but rarely observe in the leaders around you?
Transition	5. I'd like you to now think about someone who you consider a role model of effective leadership behaviour at the BC.
Key Questions	6. What are the patterns of behaviour this person demonstrates?
	7. I'd like you to now consider someone you consider less effective as a leader. What are the patterns of behaviour this person demonstrates?
Ending Question	8. If you had 60 seconds to advise the Chief Executive of the British Council about the kind of leaders you want, what would you say?
Summary	9. Recap main topics that have been covered. What did we miss? Is there anything else anyone would like to add?
Stage 3: Closing	
Closing: a brief summary of the following (not for transcription) • Summary of FGD • Next steps in field work • Thank participants for contributions	

Source: adapted from Bryman and Bell (2011); Kitzinger (1995); Krueger and Casey (2015); Morgan (1996, 1997); Saunders at el (2012); Stewart et al (2007)

Appendix 9: Focus Group Sample

Focus Group 1: Sub-Saharan Africa (SSA) Country Leadership			
SI	Gender	Post Title	Job Family
1	M	Country Director	Country Leadership
2	F	Country Director	Country Leadership
3	M	Country Director	Country Leadership
4	F	Country Director	Country Leadership
5	M	Country Director	Country Leadership
6	F	Country Director	Country Leadership
7	M	Country Director	Country Leadership
8	M	Deputy Director	Country Leadership
9	F	Business Director	Country Leadership
10	F	Country Exams Manager	Country Leadership

Focus Group 2: Sub-Saharan Africa (SSA) Regional Leadership			
SI	Gender	Post Title	Job Family
1	F	Business Development Manager	Regional Leadership
2	M	Director Examinations	Regional Leadership
3	F	Finance Director	Regional Leadership
4	F	Information Policy Advisor	Regional Leadership
5	F	Commonwealth Scholarships Manager	Regional Leadership
6	M	Finance Operations Manager	Regional Leadership
7	F	School Partnerships Manager	Regional Leadership
8	F	Regional Customer Leadership Lead	Regional Leadership
9	M	Regional Lead Talent	Regional Leadership
10	F	Regional Monitoring and Evaluation	Regional Leadership

Focus Group 3: South Asia (SA) Professional Services			
SI	Gender	Post Title	Job family
1	F	Customer Services Manager	Professional Services
2	M	Customer Services Manager	Professional Services
3	M	Head HR	Professional Services
4	F	Head of Finance and Resources	Professional Services
5	F	Head of Marketing	Professional Services
6	M	Head of Procurement	Professional Services
7	F	Head of Marketing Examinations	Professional Services
8	F	HR Director	Professional Services
9	M	Head of Finance Exams	Professional Services
10	M	Resources Manager	Professional Services

Focus Group 4: South Asia (SA) Country Leadership			
SI	Gender	Post Title	Job family
1	M	Country Director	Country Leadership
2	F	Director Operations	Country Leadership
3	M	Director Punjab	Country Leadership
4	F	Arts Manager	Country Leadership
5	F	Assistant Director English Partnerships	Country Leadership
6	M	Assistant Director Exams Marketing	Country Leadership
7	F	Director Education	Country Leadership
8	M	Director Examinations	Country Leadership
9	M	Director Operations Exams	Country Leadership
10	M	Programme Manager	Country Leadership

Focus Group 5: Middle East and North Africa (MENA) Regional Leadership			
SI	Gender	Post Title	Job Family
1	M	Deputy Regional Examinations Manager	Regional Leadership
2	F	Regional Research Manager	Regional Leadership
3	M	Regional Customer Services Manager	Regional Leadership
4	M	Regional Decision Support Manager	Regional Leadership
5	F	Regional Director Marketing	Regional Leadership
6	M	Regional Examinations Manager	Regional Leadership
7	F	Regional Finance Manager	Regional Leadership
8	F	Regional Governance Manager	Regional Leadership
9	F	Regional Head HR	Regional Leadership
10	M	Regional Product Development Manager	Regional Leadership

Focus Group 6: Middle East and North Africa (MENA) Country Leadership			
SI	Gender	Post Title	Job Family
1	F	Assistant Director Resources	Professional Services
2	M	Assistant Director Business Support	Professional Services
3	F	Customer Services Manager	Professional Services
4	F	Finance and Risk Manager	Professional Services
5	M	Head Customer Services	Professional Services
6	F	Head Human Resources	Professional Services
7	M	Head Marketing and Communications	Professional Services
8	M	Head of Finance	Professional Services
9	F	Head of Resources	Professional Services
10	F	Head of Resources	Professional Services

Appendix 10: Guidance Note for Focus Group Participants

Leading the Matrix: Guide for Focus Group Participants v5 FINAL 23.01.16

Thank you for taking part in this stage of the research, which uses focus group discussions to gain insights into the leadership behaviours demonstrated in a matrix structure, such as the one we have at the British Council. All responses collected during this research are totally confidential and no individual's identity will be revealed in any manner whatsoever. This is guaranteed by the contract I have signed with the British Council and also the Code of Conduct at the university where I am studying. You are totally anonymous for the purposes of this research.

Purpose of this Guide: the purpose of this guide is to give you a brief recap of the study and outline the second phase of the fieldwork. This is to help you prepare for participating in the focus group discussions.

Overview: the purpose of the research is to explore the leadership behaviours demonstrated during the transition to a matrix structure in the British Council. The research is part of my doctoral dissertation and I am very grateful for your input and insights as part of the study. As noted above, all responses are confidential and no individuals can be identified. Your privacy and anonymity are guaranteed.

Phase 1: in the first phase of fieldwork in December 2015, you and other colleagues across three regions (Sub-Saharan Africa, South Asia and Middle East and North Africa) participated in a survey measuring the behaviours of leaders in the BC in areas such as task management, relationships, change and the external environment. 75% of participants responded and the data has been analysed.

Phase 2: in this phase of the fieldwork, you and colleagues are taking part in focus group discussions. The purpose of these focus groups is to investigate the findings from phase 1 and help answer the research questions.

Advice on taking part in focus group discussions: focus group research, like all research, approaches has a number of benefits and limitations. During the focus group discussions please be mindful of the following:

- Your voice counts – although it may be difficult to speak up, you've been chosen because you have insights into the topics being discussed. Please share your views and ideas
- Please ask if anything is not clear on the telephone call or if you don't understand. If English is not your first language please ask for things to be repeated if helpful
- There may be follow up questions – please don't worry about this, it's done to help clarify what is said
- Recording, anonymising and transcribing – the telephone call will be recorded and transcribed. All participants will be anonymised as part of this process

Phase 3: in the final phase of the field work from March to June 2016 a smaller number of colleagues will be asked to participate in individual interviews. The purpose of this is again is to supplement and extend the findings from phases 1 and 2.

Preparation: to help you prepare for the research a number of conference calls will be set up to explain more about phase 2 of the fieldwork. Please attend these if you can. Please also familiarise yourself with the leadership behaviours on the next page. Lastly, please also start keeping a journal or log of the behaviours you observe at work, not just your immediate boss but other managers around you. Please also think about managers and leaders you have worked with in the past who you consider role models of leadership. This will help you be more effective when take part in the focus group.

Thank you in advance for your participation in this research. Please rest assured that at all times your privacy will be protected and your responses kept anonymous and confidential.

Yukl's Taxonomy of Leadership Behaviour	
Behaviours	
v.	**Planning**: develops short-term plans for the work; determines how to schedule and coordinate activities to use people and resources efficiently; determines the action steps and resources needed to accomplish a project or activity.
vi.	**Clarifying Roles & Objectives**: clearly explains task assignments and subordinate responsibilities; sets specific goals and deadlines for important aspects of the work; explains priorities for different objectives; explains rules, policies, and standard procedures.
vii.	**Monitoring Operations & Performance**: checks on the progress and quality of the work, examines relevant sources of information to determine how well important tasks are being performed; and evaluates the performance of members in a systematic way.
viii.	**Problem Solving & Disturbance Handling**: identifies work-related problems that can disrupt operations, makes a systematic but rapid diagnosis, and takes action to resolve the problems in a decisive and confident way.
vii.	**Supporting**: shows concern for the needs and feelings of individuals; provides support and encouragement when there is a difficult or stressful task; and expresses confidence that a subordinate can successfully complete it.
viii.	**Recognising**: praises effective performance by individuals or the team; provides recognition for member achievements and contributions to the organisation, and recommends appropriate rewards for people with high performance.
ix.	**Developing Skills**: provides helpful feedback and coaching for a person who needs it; provides helpful career advice, and encourages subordinates to take advantage of opportunities for skill development.
x.	**Consulting**: checks with people before making decisions that affect them, encourages participation in decision making, and using the ideas and suggestions of others.
xi.	**Delegating**: delegates responsibility and authority, allows more autonomy and discretion in work activities, and trusts people to solve problems and make decisions without prior approval.
xii.	**Developing**: provides coaching and career advice, provides opportunities for skill development, and helps people learn how to improve their skills.
v.	**Advocating Change**: explains an emerging threat or opportunity; explains why a policy or procedure is no longer appropriate and should be changed; proposes desirable changes; takes personal risks to push for approval of essential but difficult changes.
vi.	**Envisioning Change**: communicates a clear, appealing vision of what could be accomplished; links the vision to member values and ideals; describes a proposed change or new initiative with enthusiasm and optimism.
vii.	**Encouraging Innovation**: talks about the importance of innovation and flexibility; encourages innovative thinking and new approaches for solving problems; encourages and supports efforts to develop innovative new products, services, or processes.
viii.	**Facilitating Collective Learning**: uses systematic procedures for learning how to improve work unit performance; helps people understand causes of work unit performance; encourages people to share new knowledge with each other.
iv.	**Networking**: attends meetings or events, and joins professional associations, social clubs, and social networks to build and maintain favourable relationships with peers, superiors, and outsiders who can provide useful information and assistance.
v.	**External Monitoring**: analysing information about events, trends, and changes in the external environment to identify threats, opportunities, and other implications for the work unit.
vi.	**Representing**: lobbying for essential funding or resources; promoting and defending the reputation of the work unit or organisation; negotiating agreements and coordinating activities with people outside the work unit or organisation.

END

Appendix 11: Sample Focus Group Transcript

Leading the Matrix: Focus Group Transcript (Sub-Saharan Africa Country Leadership)

Date: Monday 15 February 2016, via teleconference

Participants:

Focus Group: Sub-Saharan Africa (SSA) Country Leadership				
SI	Gender	Post Title	Job Family	Attendance
1	M	Country Director	Country Leadership	N
2	F	Country Director	Country Leadership	N
3	M	Country Director	Country Leadership	N
4	F	Country Director	Country Leadership	Y
5	M	Country Director	Country Leadership	Y
6	F	Country Director	Country Leadership	Y
7	M	Country Director	Country Leadership	Y
8	M	Deputy Director South Africa	Country Leadership	Y
9	F	Business Director	Country Leadership	Y
10	F	Country Exams Manager	Country Leadership	Y

Key to transcript:

P = participant e. g. P1 = participant 1

M = moderator

X = use of a name or country or anything which could identify an individual (these are all anonymised to ensure confidentiality)

(pause) = a gap in the speech of some sort or use of a filler such as ‘Mmm’, ‘Ahh’ etc.

(unintelligible) = a word, partial sentence or phrase that is not clear enough to be transcribed e. g. due to the quality of the phone line or participant’s articulation

(task), (relations), (change), (external) = inserted into the transcript to indicate which meta-category of leadership behaviour in the taxonomy participants are referring if not mentioned explicitly e. g. ‘box 1’ = task oriented behaviours; ‘second group’ = change etc.

BC = British Council (when participants use the acronym between themselves)

Transcript: recording begins at 13. 29

M: What are the behaviours that you observe most in the leaders around you? (pause) who would like to kick us off?

P9: X, X here. Do you mean (pause) when you said behaviours (pause) are you talking about positive behaviours or negative behaviours? (pause) (unintelligible)

M: Could be either. It's a free discussion X (pause) we will come later on to (pause) role models and less effective leaders but no (pause) please just speak freely (pause) what are the behaviours that you see the most often (pause) and they could be things that you feel are positive behaviours (pause) they could be things you feel are less positive (pause) but don't feel shy about saying things that you feel (pause) might be negative (pause) we're looking for insights across everything.

P9: OK I need to think about it (laughs).

M: OK (laughing).

P6: I'll say something X.

M: Is that X?

P6: Yes, I'll go first (laughing).

M: Thank you (laughing).

P6: (pause) right now (pause) I think the behaviour that I would say I don't see enough of is planning (pause).

M: Right. OK.

P6: And (pause) right across the board (pause) you know (pause) I probably can imagine to refer to your point at the beginning (pause) I can think of ten people (pause) which don't quite plan.

M: Right. OK.

P6: And, as a consequence (pause) they are not supporting other people (pause).

M: Right. OK. Can you say a bit more about that X (pause) so (pause).

P6: Yeah (pause) as a leader (pause) you know (pause) it's (pause) it's one of your main roles (pause) is to enable others to have what they need to perform (pause) effectively (pause) and do their jobs (pause) one of the things you've got to do (pause) is you've got to think ahead (pause) you've got to plan (pause).

M: (pause) right.

P6: (pause) so that (pause) you see what I mean? (pause) you don't tell someone (pause) let's have a meeting of 500 people next week (pause) and just because you can manage it (pause) because all the people that work for you might struggle to a wee bit (pause) so (pause).

M: Ah. Right.

P6: So (pause) that's the thing I am talking about (pause) from telling me they need (unintelligible) I need to write (unintelligible) the introduction to a brochure (pause) too much I'm thinking about that at the moment (pause) actually saying (pause) would you like to come on a leadership development programme (pause) buy by the way you've got to put your 360 by next week (pause).

M: Right. I see. So you're describing then X (pause) behaviours around planning, clarifying roles perhaps (pause) problem solving, disturbance handling, those kind of task related behaviours (pause) and you're saying (pause) if I understand you correctly (pause) that things are things you don't see as much (pause).

P6: Yes, but what I'm saying is that there is an underlying behaviour (pause) I guess (pause) which is about (pause) focus on self (pause) not on the people around you (pause) or (unintelligible)

M: Right. OK. That's very interesting. That's very interesting. OK. Would anyone like to add to what X has just said? (pause) maybe with a similar insight or a (pause) a slightly different perspective?

P9: It's X here. I think (pause) what I've noticed is (pause) (unintelligible) some difficulties (pause) sometimes with assigning roles and (pause) making sure that people knows what they have to do (pause) because sometimes when I talk to (pause) you know (pause) some colleagues (pause) what I heard from (pause) you know (pause) their complaints most of the time is that there is a lack of clarity in (pause) what we ask them to do (pause) and we just (pause) have the impression that (pause) OK from their manager (pause) or from their line manager (pause) it's clear that they have do to this specific (pause) job but from an employee perspective or line manage perspective (pause) they need (pause) more (pause) they need more support (pause) indication (pause) of what (pause) what they have been to asked do (pause) and they just (pause) you know (pause) been thrown (unintelligible) been told just go ahead and do that (pause) and maybe they don't realise that they need to double check if (pause) the person they are working with (pause) understands what they have been asked to do.

M: Oh. I see. So X (pause) just to clarify (pause) are you talking about behaviours around consulting (pause) so checking with people (pause) amending plans (pause) and making sure that things are being agreed before (pause) we implement (pause) is that what you are saying?

P9: Yeah. I think it would be consulting and clarifying roles as well (pause).

M: Right. OK. That's very helpful. Thank you X (pause) I just heard a couple of beeps on the line there (pause) has anybody else just joined?

P10: This is X. I just changed phones (pause) in the meeting room (pause).

M: OK.

P10: It was available.

M: OK.

P10: I re-joined.

M: That's fine. Welcome back X. OK (pause) so (pause) X was talking about (pause) consulting behaviours (pause) clarifying (pause) in the same way that X was (pause) X and X any (pause) any thoughts from (pause) from your side (pause) what are the behaviours you observe the most in the leaders around you?

P10: X (pause) I was looking at the (pause) the taxonomy (pause).

M: Yes.

P10: At the moment (pause) what I see a lot of (pause) is a lot of (pause) external behaviours so that's networking (pause) representing the Council (pause) being visible outside and (pause) you know (pause) we have a situation in our county where (pause) for example (pause) the embassy is leading on a (pause) on a project which is supposed to join (pause) the embassy (pause) the Council and the DFID (pause).

M: Right.

P10: And (pause) our leader is (pause) spending a lot of time (pause) outside of the office (pause) and (pause) and doing lots of (pause) the kind of networking, representing the Council and lobbying on our behalf (pause) so at the moment that's what is kind of taking up a lot of time and (pause) I think it's kind of (pause) affecting (pause) you know (pause) what is done inside because we see her as kind of (pause) operational managers (pause) as we would like to see her more often and (pause) would like more support (pause) but obviously she's got limited time so (pause) it's kind of a lot of outside (pause) (unintelligible) less inside.

M: Right.

P10: At the moment.

M: If I could just ask slight clarification there X (pause) do you mean networking with external clients and stakeholders or (pause) more internal with the embassy (pause) because within that I think there are two different kinds of networking (pause) there is (pause) one with different parts of our organisation (pause).

P10: OK.

M: Or actual externals. Which one do you see the most of?

P10: I think it's a combination. It's probably about 80% kind of (pause) internal (pause) networking (pause) with the (pause) British mission (pause) which is the Council and the (pause).

M: Right. OK

P10: And (pause) embassy and (pause) it's also lot of focus of getting more fundings (pause) so there is lots of focus on (pause) outside and (pause) trying to meet as many people outside (pause) in terms of (pause) potential funding coming from private sector for example (pause).

M: OK.

P10: So there is quite a lot of focus on the (unintelligible) it's a change from the last leader (pause) changing from spending money to more (pause) we need to get more funding and there is a lot of emphasis on that.

M: OK X, thank you very much. That's very helpful. X and X (pause) any thoughts from your side. What are the behaviours that you see the most in the leaders around you?

P5: It's X (pause) obviously (pause) I would echo X's point and would agree with that very much (pause) I think you could also look at that in terms of monitoring operations and performance (pause) I think that's (unintelligible) something that most of the leaders I'm working with do (pause) a lot of but I don't know how well we do we do it (pause) I'm not sure if we're actually (pause) looking at the descriptions in the taxonomy 'checks on the progress *and* the quality of the work' (pause) I think we check on the progress quite a lot (pause) I don't think we do very well at the (pause) checking on the quality (pause) I'm not sure if we're looking at the right elements of quality for everything (pause) but I think that's something we all of us spend a lot of time doing (pause).

M: Right. OK.

P5: Just echoing (pause).

M: That's very helpful X. Thank you very much. X (pause) any thoughts from your side before we move on?

P4: (pause) (unintelligible).

M: X (pause) are you still there?

P4: Sorry, I'm on mute (pause).

M: (jokingly) welcome back X! (pause) any thoughts from your side X?

P4: (jokingly) my most profound contribution yet! (pause) as I was listening to (pause) everybody else's contributions and particularly (pause) X and X (pause) what struck me thinking about my own position (pause) and situation here is (pause) how these (pause) let's say absent behaviours (pause) planning, and clarifying roles and objectives (pause) can be exacerbated by the cluster arrangement (pause).

M: Right. OK.

P4: So (pause) which (pause) I guess what I am saying is that it actually makes (pause) even more vital (pause) in the way we have delegated leadership across the region (pause) that there is some form of (pause) planning process (pause) that you know that first (pause) four set of behaviours (task) and particularly when we are (pause) looking down at the third set which begins with sort of (pause) advocating change (pause) which is very much about setting (pause) the vision (pause) and if there isn't a clear planning framework or (pause) even a vision (pause) within which to work towards and develop a plan (pause) it's very hard to (pause) recognise any strong of leadership at all (pause).

P7 was unable to make the call due to a conflicting schedule. For this question he contributed via email as follows: depends on context/urgency. Can vary from consultative to, on occasions, quite directive. And I think that's right: I'd expect a good leader to vary the leadership behaviours shown, according to context, urgency, the people they are interacting with etc. If I look at your taxonomy and think of some of the leaders I most frequently come into contact with, I have seen lot of 'monitoring operations and performance', a fair amount of positive 'problem solving and disturbance handling', quite a lot of 'delegating' - while this might not always be with the right degree of empowerment/autonomy, I think, generally, the right degree of autonomy and discretion in work activity is encouraged.

P8 similarly had a clash of appointments on the day but contributed via email as follows: I don't think a particular style of leadership is practiced or encouraged in the organisation. That means there are a very diverse set of leadership approaches on display. I think managers try and be very people focused, to build strong competencies in colleagues to deliver. I think most leaders do try and draw out and hold close British Council behaviours. Balancing autonomy and being directive is often the most difficult challenge of leading teams of people and I think that's both visible and common too. Setting clear goals of what we want to achieve (whether for a directorate or a team) beyond simply numbers of people is a really important tone setter for an office. It gives people purpose, an overarching direction and a sense that the boss knows what they're doing.

M: Right. That's very interesting X. Thank you. Just moving on slightly (pause) we've talked about some of the absent behaviours around planning and clarifying roles and so on (pause) that's actually very much the subject of the next question (pause) I'd like you to think about and answer (pause) what are the behaviours that you'd like to see but rarely observe in the leaders around you? So we've touched a little bit (pause) on the planning side (pause) what other behaviours would you like to see more of but rarely see in the leaders around you?

P4: Can I (pause) I start with this one?

M: Absolutely, please do X.

P4: It's X again. I think (pause) following on from what I just said around the cluster arrangement and the matrix within which we work (pause) I would like to see a lot more consultation (pause).

M: Right.

P4: And appropriate delegation (pause).

M: Can you say a bit more about that X (pause) that's a very interesting point. Can you elaborate slightly?

P4: Yeah (pause) I mean the assumption is that (pause) the leadership which is (pause) provided to us as a region is (pause) informed by what is going on as a region and (pause) what needs to happen (pause) where we need to get to collectively so (pause) I'd like to (pause) feel and see (pause) much more evidence of (pause) consultation going on and then a little bit of transparency as well around how those (pause) that evidence is being used to take

us through to the next step (pause) (unintelligible) if that isn't happening (pause) it also means that (pause) you know (pause) lots of things are not necessarily being delegated or where they are delegated it's not entirely clear on what basis (pause).

M: Ah, right. OK. That's very helpful X. Thank you very much. Would anybody else just like to add to what X has been saying or (pause) offer another insight (pause) things you'd like to see more of but rarely observe?

P10: It's X.

M: Hi X.

P10: (pause) let me just (pause) follow up on what X said because I'm also part of that change that is happening at the moment within the cluster for example (pause) so from my perspective (pause) from where I am (pause) this change is terribly managed at the moment because (pause) (unintelligible) for example for exams it's happening quite smoothly (pause) we are moving forward quite quickly but on the other side (pause) of kind of the (pause) Country Director side (pause) or the grant side (pause) it's very murky (pause) there is not much communicated (pause) there is not much (pause) (unintelligible) so I think there is kind of two different approaches and (pause) two different leadership (unintelligible) going on at the top so from (pause) from a country point of view it's very (pause) very questionable (pause) it's like (pause) which (pause) what is actually happening (pause) what should be the same to (pause) can we say this to this team and not this team (pause).

M: Right.

P10: Lots of kind of grey area (pause) at the moment (pause) about the change (pause) just one more thing I wanted to mention (pause).

M: Please.

P10: In terms of (pause) monitoring operations and performance (pause) I would like to see more of kind of consultation with my line manager about my performance and how I could develop a (pause) kind of career path (pause) and I don't think there is enough happening there (pause) it's kind of left to the individuals and if you're not pro-active and you're not (pause) if you take that (pause) opportunity (pause) the chances are there but you need to be

kind of doing it on your own and I don't see much support from my line manager (pause) not just my direct line manager but also kind of regional colleagues (pause) at the moment.

M: OK. Interesting X, thank you. Again, similar themes around consultation, delegation, but also supporting and developing behaviours. That's very helpful. Thank you very much. Would anyone else like to add?

(different voices talking at the same time)

P6: Go on X. I'll go after you.

P9: (laughing) OK. I was more thinking about (pause) innovation (pause).

M: Right.

P9: How can we make sure that (pause) that we (pause) we (pause) in terms of innovation usually (pause) sometimes (pause) an idea can come from a country (pause) and it can be based on (pause) you know like (pause) the need of (pause) the need of a target group and the country would have the right insight on why they are doing it and that (pause) this specific project can be very successful but we don't capture it and we don't really scale it up to other countries and it gets really (pause) (unintelligible) to one country because it's not part of the wider (pause) projects designed (pause) that have been designed from the centre (pause) so how can we make sure that we leverage on (pause) you know like (pause) innovative stuff that are happening in country.

M: OK. That's a very interesting point X. So you're describing perhaps (pause) you'd like to see more behaviours around encouraging innovation also facilitating collective learning (pause) picking up ideas and rotating them around. Thank you very much. X, I think you had (pause) also had a contribution to make?

P6: Yeah, I mean (pause) I'm glad X went first actually because it's spot on (pause) with what I was going to say (pause) I think the thing I would like to see more of (pause) are around advocating and envisioning change to people but actually letting them get on with it (pause).

M: Right. OK.

P6: You can't encourage innovation if you say to people 'I want you to innovate but by the way this is how you're going to do it' (pause).

M: Right. OK.

P6: So, I'd like (pause) you know (pause) I'd like that (pause) I think what would then happen to pick up what others have said (pause) is the delegation would then be appropriate and it would work because you would be clearer (pause) and then linked to (pause) the other thing I think (pause) a bit about recognition and also like to see more recognition (pause).

M: OK.

P6: What goes on behind the scenes to make things happen so there is something as well about (pause) a better sense that (pause) recognition needs to be much wider than just (pause) 'oh you got a Minster to a conference'.

M: Ah. Right. OK. OK. That's interesting X, thank you very much. X, any thoughts from your side before we move on slightly?

P5: Yeah (pause) for me (pause) I echo the point X was making there (pause) I was going to talk about innovation I think (pause) this is something we talk about very well (pause) but we don't put into practice well and I think that when we're not thinking about encouraging innovation (pause) much of what we do discourages innovation (pause) the way we are set up (pause) the way things are planned and (unintelligible) out etc. (pause) I think (pause) we're very good at talking about it but we disable ourselves in many ways when we're doing it and it's partly structural, partly leadership (pause).

P7: (via email) the 'supporting' and 'recognising' is definitely there – but I think we can always, collectively, do much better here.

P8: (via email) driving ambition. Drawing out exceptional performance. Pushing people to really push beyond expectations and achieve something outstanding

M: OK. That's (pause) that's very helpful X, thank you very much. Just in the interests of time moving on slightly (pause) I'd like you now to think about someone who you consider a role model of effective leadership behaviour at the British Council (pause) someone who maybe exemplifies the kind of behaviours you feel are positive leadership (pause) and then answer the question (pause) what are the behaviours that this person demonstrates (pause) so we're looking for (pause) in your mind (pause) roles models of effective leadership behaviour and the question is what are the patterns of behaviour this person demonstrates (pause) who would like to kick us off?

P9: X, X here.

M: Yes. Hi X.

P9: It's quite tricky because the person I am thinking about is on the call (pause) so (laughing) (pause)

M: (laughing) as long as you don't mention them by name that's fine. We're looking for general perceptions based on role models, yeah (pause) OK (pause) but please start us off X (pause) give us a starter for 10.

P9: (pause) can you hear me?

M: Yes, I can, loud and clear (pause) please (pause) please go ahead.

P9: The kind of behaviour I see from that person is (pause) you know like (pause) being able to work effectively with people and being able to (pause) motivate (pause) their staff members (pause) you know (pause) and when you talk to their staff members you always

have (pause) you know positive feedback (pause) you know (pause) which is not common at the BC to be honest (pause).

M: OK.

P9: (pause) and I think this is really about (pause) you know making sure that you're delivering (pause) by (pause) motivating your staff (pause) and (pause) at the same time developing external relationships with key stakeholders and being able to represent the BC (pause) you know (pause) at a high level you know (unintelligible) and organisations working with us (pause).

M: Right. Interesting X. Thank you very much. So you're talking about effectively working with others, being able to motivate different kinds of people (pause) and a balance of that with external relationships and representing the British Council (pause) very interesting (pause) would anyone like to pick up one of those themes or make another insight or contribution on (pause) role models of effective leadership behaviour (pause).

P10. This is X.

M: Hi X.

P10: I'm just thinking (pause) yeah (pause) I'm just thinking about one particular issue which I am dealing with at the moment and how my (pause) the leadership in the country is helping (pause) it's about problem solving so (pause) having a problem (pause) it's related to performance (pause) poor performance and in (pause) with previous leaders it was quite difficult to get support to deal with it effectively (pause).

M: Right.

P10: I think a good leader is not scared of problem solving and (pause) being quite decisive and kind of leading the others in that (pause) and that's (pause) at the moment (pause) I'm getting a lot of support from my leadership and it (pause) feels very positive (pause) and encouraging (pause) and dealing with difficult individuals and difficult situations (pause) and the other thing which I think a good leader (pause) after the example of that (pause) is inclusion (pause) you know (pause) inclusion in key decisions (pause) discussing you know (pause) change (pause) asking for opinions (pause) from (pause) from others and supporting the other members of the team.

M: Right. Thank you X. That's really interesting to hear you say that (pause) just a little clarification if I may (pause) you mention problem solving and supporting (pause) just thinking of that example (pause) do you feel like you're being developed in the process (pause)? Are you actually learning from that individual as they help support you with the problems?

P10: Yes.

M: Yes. Good. Thank you.

P10: Definitely. My first time to really deal properly with poor performance and (pause) I'm definitely learning big time!

M: Right. Good. Excellent. Thank you very much. That's very helpful. Would anyone like to build on (pause) what X has just been saying?

P6: I'll go next.

M: Yes, please. Thank you X.

P6: First thing I would say is (pause) I think no one person is perfect (pause) so I'm kind of thinking about a range of people (pause) to be honest.

M: OK.

P6: (pause) and one of the things a number of people do that I (pause) think is very good and has been really helpful to me is they actually ask if they are doing the right thing (pause).

M: Ah.

P6: So they check in with you and say (pause) 'is this what you need?' (pause) 'are you getting what you want?' (pause).

M: Ah, right.

P6: So they recognise that no-one is perfect (unintelligible) that maybe they are doing something that quite frankly I wish they would just go away (pause).

M: Right. Right.

P6: That's the first thing (pause) I think the other (pause) the other thing for me is then linked to that (pause) is (pause) supporting (pause).

M: Right. OK.

P6: (pause) I can think really supporting in (pause) the best and most appropriate way (pause) and you know (pause) I've had some people who I think (pause) others I know for a fact (pause) others would not have said from the outside that they were particularly effective (pause) in terms of this behaviour but they have been.

M: Right.

P6: They have been focussed on supporting (pause) and then the last thing (pause) it's interesting (pause) I don't know where you put it (pause) as a behaviour (pause) but it comes back to encouraging innovation and (pause) recognising (pause) and that is trusting you to get on with it (pause).

M: Right.

P6: And giving you the clarity to say (pause) 'yeah, I've heard what you're saying now get on with it' (pause).

M: Right. Right. So (pause) back to those things around consulting, delegating, trust (pause) that word has been coming up a lot (pause) in the focus groups (pause) but also people who you feel are very much supportive and (pause) going back to what you just said at the beginning X (pause) just one question to clarify X (pause) you mentioned no-one's perfect and (pause) people that are good are checking in with you (pause) are they then changing their behaviour based on the feedback you give them about what they are doing (pause) alongside (pause) do they then chance their behaviour as a result of that?

P6: Yes, I mean bear in mind we all have our little idiosyncrasies (pause) and so (pause) the other side of that I think (pause) that we haven't touched on is what you do (pause).

M: Right.

P6: So (pause) (unintelligible) I've got an opinion on this as well (pause) is that most of the time (pause) you know (pause) they do change their behaviour (pause).

M: Right.

P6: However (pause) the other times (pause) is that if it is something that is very difficult to (pause) people tell you what their particular bugbear is (pause).

M: Ah, right.

P6: I think that's the other side of it (pause) that they'll say 'look I'm always' (pause) I can think of one (laughing) leader (pause) 'I'm always going to be obsess about numbers' if you see everything as numbers (pause).

M: Right.

P6: So (pause) remember that when you talk to me and that's really helpful if (pause) it might be quite frustrating (pause).

M: So (pause) is that what you're saying there is a sense of (pause) quite strong self-awareness in those people and they are quite (pause) they understand what they are good at (pause) where they tend to struggle maybe (pause) and they are quite open to saying it and realising that (pause) we may or may not get on in this particular situation because I've got a preferred way of working like this (pause) is that what you're talking about?

P6: Yeah, to varying degrees (pause) clearly the other side of that though X is you have to be sensitive (pause) someone is quite introverted (pause) you can't have the same conversation in the same way with them but generally speaking the people I am thinking of (pause) that's absolutely right (pause) they may not be able to change much but (pause) you sort of know more (pause) you can move on a bit from it (pause).

M: OK. That's very helpful X. Thank you very much. X and X any thoughts from your side on this one (pause) role models of effective leadership behaviour (pause) what do you observe in those people?

P5: It's X again (pause) sort out (pause) echoing the point that others have said (pause) the second set of six (relations) they are almost enabling behaviours (pause) and the person I am thinking of exhibits strengths in most of those (pause) they are very enabling of other people and I think that (pause) sort of a very important thing in a leader so (pause) what they are very good at is (pause) not just developing a vision but articulating that vision in a way that other people can understand and can buy into and feel they have a stake in it (pause) it's a real strength if using the right language (pause) clarity of thought and I think this is the post X was making there about self-awareness (pause) and I think that's such a very strong aspect (pause) I think with all leaders they've got to start with self-awareness, know their own strengths and weaknesses (pause) and be honest and open about that a little bit (pause) reflect (pause).

M: OK. That's very interesting X. And I think you mention about enabling behaviours and working through others (pause) that's another interesting theme I think (pause) X (pause) any thoughts from your side before we move on to our next question?

P4: Just to say what X has described is what I wanted to say as well (pause) I'm wondering if we're thinking about the same person (pause) and as he was saying it (pause) it took my back to X's comment about motivation (pause) with those behaviours (pause) I think (pause) are very strongly motivating of others so yeah (pause) enabling (pause) the best leaders I have come across that's what they do (pause).

M: Right. Which I guess goes back to the point earlier about sense of orientation around self or others and how that impacts on the whole thing of (pause) leadership behaviour. Thank you very much X, that's very, very helpful.

P7: (via email) the individual I am thinking of probably displays all of the behaviours in the taxonomy to different degrees at different points! And that I think is my central point: an effective leader is flexible and knows when and how to switch codes and behaviours and can do so. The behaviours that this individual demonstrates and I consider particular strengths are: 'clarifying role and objectives' (individuals/teams perform so much better when they can link their individual contributions to higher-level objectives); 'problem-solving and disturbance handling' (there's nothing worse than an indecisive leader); 'supporting'/'delegating' (shows trust, instils confidence). I don't see these competencies or behaviours directly referred to in the taxonomy, but I think there is also something around how this individual inspires and builds 'trust'. I have come across leaders in the past who might say one thing, but mean another, or who might say one thing to you and something else to another. This person doesn't do that – there's an honesty and consistency about the individual that inspires 'trust'… Not sure how you'd build that in.

P8: (via email) I can't limit it to an individual I'm afraid; there are traits I've admired in different aspects of people's behaviour. Perhaps in the manager I've admired most, it's his drive to get the absolute best out of his team and force innovation through the organisation. Another colleague I've admired was for being expert in his region (he's an RD) and for putting mission and purpose visibly at the forefront of the work. It proves to be a way to drive focus and simultaneously instil a pride in the work that we deliver. Finally, an old

manager when I was in London was an excellent role model in demonstrating how to filter what is important and what isn't when making big decisions. This was witnessed most frequently in security related decisions around the global network. She was also an excellent example of how to not be intimidated by hierarchy.

For the first person I mentioned (the patterns of behaviour I am thinking of are) *hyper intelligence, a creative and fast thinker, feels like he builds a creative environment in his offices. Internal and external networking to fashion support for initiatives. A stubborn belief that he's right.*

P8: (via email on behaviour switching) Not really. It's a very intensive working style where people feel constantly challenged. If there is any behaviour switch it is when things are not going to plan and the instructions and challenge can be abrasive and demoralising. For the last leader I mentioned in Q5 she has a consistent style. She listens, thinks and then makes clearly articulated decisions. However, she doesn't hesitate to be tough with those she works to or line manages if she thinks they're not delivering what is needed.

M: Moving on slightly, I'd like you now to think of someone or consider someone who is less effective as a leader (pause) I don't want to use the word bad but let's think about less effective (pause) or has a less positive impact as a leader (pause) what are the patterns of behaviour you observe in this person? (pause) I know it can be quite uncomfortable to talk about these things but (pause) without naming the individuals I think it is helpful to try and see when it is less effective (pause) what are the patterns of behaviour you observe? (pause) so who would like to kick us off?

P9: X here. The one I am thinking about (pause) really doesn't listen to people at all (pause).

M: Right.

P9: And always they thinks they know exactly (pause) I'm using they because I don't want to say he or she (pause).

M: That's very good X, carry on.

P9: Always thinks that they are the one who knows (pause) you know everything (pause) and don't really respect that other people might have good ideas (pause) and also in terms of (pause) you know accountability (pause) wouldn't (pause) that person wouldn't (pause) recognise when they fail (pause) they wouldn't recognise when they fail (pause) and wouldn't really question themselves when they fail (pause) you know (pause) they are in the situation of failure (pause) and would always (you know) try to ignore that whereas they should at some point (pause) they should reflect and (pause) learn from it so they can move forward (pause).

M: Right.

P9: That's one of the behaviours I have noticed (pause) from you know (pause) less good example of leadership (pause).

M: Right. Thank you X. That's very helpful. A lack or listening, certainty in their own views, lack of respect for others and not actually realising when things are going wrong or when they may have made a mistake (pause) a very useful starting point for our discussions. Thank you X. Would anyone like to add to what X has just said?

P10: It's X.

M: Hi X.

P10: (pause) I want to just (pause) I would like to just add (pause) I'm thinking of also not being visible (pause) not being (pause) (unintelligible) approachable as well (pause) a kind of not (pause) not being out there or not having open door policy and all of that (pause).

M: Right.

P10: Doesn't consult. Doesn't really ask for opinions from others. And also non consistent (pause) so you know (pause) one day it's like this one day it's the other way and you never know how (pause) what mood they are coming in (pause).

M: Right.

P10: (pause) so that's for me not good (pause) good leadership.

M: Right. So (pause) you're referring to things around visibility, approachability (pause) consistency (pause) so you're saying that things the same are pretty much day in day out (pause) you know what to expect of that person (pause) is that what you're alluding to X?

P10: Yes.

M: Right. Very interesting, thank you very much indeed so (pause) themes there around visibility, approachability and consistency (pause) would anyone like to add on to what X has just been saying? Or provide an alternate view? (pause) X, how about from your perspective? What would your perceptions be of someone who was a less effective leader?

P4: (pause) I think it's (pause) it's around (pause) a lack of that (pause) that second group (relationships) so the one that starts with supporting (pause).

M: The relationships.

P4: Yeah (pause) and (pause) and the third group as well so (pause) the advocating change (pause).

M: Right.

P4: I was just reflecting on (pause) what X said as well (pause) with that example (pause) I think (pause) those kind of behaviours (pause) are quite common at the moment (pause) and I think it's often driven (pause) by (pause) an individual's own insecurity (pause) when (pause) they don't actually know they should know (pause) people tend to (pause) what they think should know (pause) they tend to overcompensate (pause).

M: Right.

P4: (pause) and (pause) thinking of various examples of (pause) of less effective leadership at the moment (pause) it does seem to be that (pause) some leaders are asking for things (pause) or advocating for things which (pause) it's not clear why (pause) it's not clear what the evidence base is (pause).

M: Right. OK.

P4: So it's hard to (unintelligible) get into that (pause) and that to me at the moment is probably the source of (pause) most examples of ineffective leadership (pause).

M: OK. So just to check that I've understood X what you're saying (pause) it's kind of a lack of behaviours in that second box (pause) relationships base behaviours (pause) which are leading to other things which then you can't always understand (pause) why certain things are happening in this way (pause) is that what you're saying?

P4: That and also the third box around envisioning change (pause).

M: Right. OK.

P4: Encouraging innovation (pause) so I think (pause) things are coming through (pause) decisions are coming through (pause) that it's not clear (pause) that those that are asking for them have the conviction themselves (pause) in what they are asking for.

M: OK.

P4: So that is not encouraging and it's not motivating and it's hard to buy into (pause).

M: No, that's very interesting X. Really, really good stuff. X and X, what are your thoughts on this one? Less effective leaders (pause) what are the patterns of behaviour you are observing?

P6: OK (pause) well first thing I would say is (pause) clarifying roles and objectives (pause) they don't actually clarify their own roles and objectives (pause) which is probably why you'll get confused so I'd absolutely go with the comments about inconsistency but I would reflect it back and think that they don't actually know what theirs are (pause).

M: OK.

P6: That's why you get a lack of planning (pause) that's why that second group (relationships) is a very mixed bag in that it is inconsistent (pause) and spotty (pause) and often what gets (pause) what happens is more about what they think they might want rather than what you might (pause).

M: Ah, right.

P6: The other thing (pause) you know what I mean (pause) the other thing I don't see enough of and I (pause) have now got evidence (laughs) they don't represent us (pause) so that last one (pause) lobbying for essential funding or resources (pause) where I have thought that

(pause) you know (pause) our leaders understood the context we were in (pause) that you have a dialogue (pause) spend a lot of time telling them what the story is (pause) and that they are engaging and representing us (pause) only to discover actually it's not happening (pause).

M: Oh, right.

P6: So it comes back to a lack of consistency I guess so I (pause) you know (pause) the starter for 10 is (pause) they are probably not entirely sure what their role is themselves.

M: Right.

P6: So again the lack of clarity leads to a whole bunch of other things (pause) particularly what you are saying about the representing because obviously in a matrix organisation different bits of the organisation talk a lot to each other to make sure we're all lined up (pause) so that's a particularly good insight there, thank you. Any other thoughts there X in terms of less effective?

P6: Yeah (pause) I think for me the thing I (pause) I find most frustrating is (pause) you know (pause) thinking I'm old enough and mean enough to make the odd decision myself and actually thinking I'm being told it's my decision (pause) and that actually someone is just consulting or talking to me and then when I decide my decision is slightly different suddenly discovering no it wasn't my decision (pause) actually this is the real decision we wanted you to come to that conclusion on your own which does not go down well with me I have to say (pause) so it comes back to inconsistency and lack of clarity (pause) if you've made a decision already spit it out and take the grief (pause) don't try and (pause) you know pretend that someone has got a say in it (pause).

M: If in fact they don't (pause) very good. OK. X, how about from your perspective (pause) when you think about people who are perhaps less effective as leaders what are the behaviours you observe?

P5: Yeah (pause) again (pause) echoing again previous speakers (pause) someone I am thinking of (pause) I'm not convinced from their behaviour that they actually fully get the organisation (pause) obviously we are a very complex organisation (pause) I think they (pause) see things from too much of a business perspective (pause) and not enough on the (unintelligible) side (pause) the cultural relations perspective (pause) and I think because of that they (pause) fall short in a number of ways (pause) they can't inspire others (pause) they can't share a vision (pause) they can come across as being (pause) as being on their own career rather than the wider interests of the organisation (pause) and what often tends to happen with that (pause) is that you end up with short termism (pause) your planning and your actions are all about the next obstacle rather than actually thinking a long way ahead and thinking 'OK well we might miss a few things on the way but we'll be in a strong place 3 or 5 years' time' (pause) as a result of doing things this way (pause) so it's (pause) yeah (pause) it's about engendering a vision I guess (pause).

M: Right. That's very interesting X. Thank you very much indeed.

P7: (via email) I think don't display what I'd term the 'softer' behaviours in the taxonomy: the 'supporting' and 'recognising' behaviours, for example. They may possess or display skills/behaviours in the other groupings, but don't always balance these behaviours with what Hogan, say, would term 'interpersonal sensitivity' (which "concerns warm, charm, and the ability to maintain relationships" – or the 'softer' behaviours. Sometimes lip-service is paid to the 'consulting' behaviour – in any consultation exercise, there's nothing worse than a nagging sense that a decision has already been made.

P8: (via email) I can think of someone who has more of a commanding approach to leadership. This person sets clear project management styles and wants to control all decision making in relation to their area of work. I've found this to be a stifling approach that limits team morale and personal ambitions of colleagues. There are some positive results in terms of financial compliance but the overly structured approach to management and delivery makes it hard for new more innovative work to flourish.

M: We're kind of coming towards the end folks (pause) I've just got one question I'd like to ask you all right at the end but it's kind of a quick one (pause) obviously we've been talking about leadership behaviour, perceptions of positive, less effective leadership behaviour, patterns of behaviour (pause) is there anything else you'd like to add at this stage on topics we've talked about so far (pause) any kind of final thoughts or concluding thoughts before I ask you what is my last question of today? Let's start with X. Anything else X you'd like to add?

P10: Not really, I think that's (pause) I've said what I wanted to say and to the others (pause) the contributions kind of resonate with me (pause) we're going back to the second group of relationships related behaviours (pause) I totally agree with (pause) those are the good ones and we want to see more of those in our leaders.

M: Thank you very much. X, any final thoughts from your side?

P9: (pause) yeah I'm thinking about the bureaucracy of the organisation (pause) maybe (pause) you know (pause) there must be ways of shortening some processes (pause) in general (pause).

M: That's very interesting X (pause) because part of my research is actually about public sector reform as well and leadership in the public sector so that's a very useful thought, thank you very much. X, anything from your side?

P5: Yeah (pause) just looking at the taxonomy (pause) one thing I can't quite place here is the behaviour or (pause) I don't know (pause) setting the tone (pause) someone who embodies the behaviours they want demonstrated in others and (pause) you can see aspects of that in this taxonomy but I would suspect that to be (pause) sort of written larger (pause).

M: Right. OK.

P5: A behaviour I look for in leaders.

M: That's very useful X (pause) the whole aspect of role modelling and tone at the top. Very good, thank you. And X?

P6: Yeah (pause) I mean I would (pause) sort of following on from what X has said (pause) looking at kind of (pause) for me (pause) is about a customer focus (pause) but also you've also got to like people to do my job (pause) whether you're managing them (pause) working with them outside (pause) I know it sounds a bit bizarre but I'm not convinced all our actually like (unintelligible) or avoid (pause).

M: Right. Being around people.

P6: Regardless of your personal style it's people (pause) so you know when it comes down to it if they've got to choose between sitting in a room with their laptop and maybe having a chat with someone (pause) they choose the laptop.

M: Right. Interesting (pause) so a willingness to be around people. Very good, thank you X. Now we've literally got a two or three minutes left and my phone has this annoying habit of cutting off after an hour so if the phone goes dead please don't worry (pause) but before we finish my last question (pause) if you had 60 seconds with X, our new Chief Executive, to advise him about leadership at the British Council (pause) what would you say? Let's start with X (pause) 60 seconds.

P5: Oh (pause) (unintelligible) come back to me later (laughing)

M: (laughing) OK. Ah. X, what would you say, 60 seconds? Or even 30?

P4: I would say (pause) along the lines of (pause) what works best for us as an organisation (pause) is authentic leadership (pause) I think we have (pause) simply gone through a phase where certain traits of leadership are more dominant and more acceptable than others and (pause) it's time to (pause) get back to what makes us special and unique (pause) which is enabling leaders to lead.

M: OK.

P4: I would hope that with the change in leadership (pause) at the top (pause) with his appointment that we might (pause) it's a safe space again to enable that to start to happen.

M: Very good X, fantastic. X?

P9: I would say letting in more (pause) innovation I would say.

M: Innovation. Very good. That theme has come out strongly.

P9: And focus on projects that create impact.

M: X?

P10: Yeah (pause) I would say (pause) give more support to our leaders (pause) we said before that some of our leaders don't know what their roles are (pause) or it's not very clear (pause) so let's make sure that we all know (pause) and the leaders know what their role is

(pause) so they can coach (pause) the other colleagues and they can support them effectively (pause) in a more consistent way.

M: Very good X. Thank you very much X. X? (unintelligible) you'll have your chance in X when X comes so you can you practice now with us and when you sit down with him in a few weeks (laughing).

P6: (laughing) yeah I know!

M: 60 seconds.

P6: What I'd say to him is come and shadow me for a week and see what the job really is (pause).

M: Oh, right.

P6: And then we can talk about what leadership looks like!

M: Very good. So (pause) knowing how things on the shop floor (pause) very good. X, have you gathered your thoughts?

P5: Yeah I have (pause) and I have to say I (unintelligible) with X (pause) for me (pause) yeah (pause) it's (pause) you really want to encourage innovation and think about the best way to enable that (pause) at every level.

M: Very good, excellent.

P7: (via email) for them, leadership "concerns building and maintaining a high-performing team, while getting people to forego individual goals to take on group goals". I think that's right, and, as a consequence, I'd be advising X that we want the kind of leaders who understand that and who display the behaviours that enable this to happen.

P8: I'd want more leaders willing to take risks and experiment with what is possible in our work. I'd like leaders who are excited to lead the organisation in new directions and take people with them to deliver. Finally I'd like greater insight (largely data-driven) to drive decision making.

At this point there were no further comments. The moderator recapped the main points that had been covered and asked anyone if they had any questions or anything further to add.

At this point there were no further comments or questions. The moderator thanked participants and outlined next steps. The session then concluded.

Transcript: recording ends at 1. 00. 30

End of transcript

Appendix 12: Key Informant Interview Guide

Leading the Matrix: Key Informant Interview (KII) Guide v3 FINAL 19.03.16

Stage 1: Introduction and Context Setting	
Introduction and context setting: a brief summary of the following (not for transcription) • Thank participant / overview of study / purpose and benefits to BC • Ethics: anonymity, confidentiality, voluntary nature of participation, recording and transcribing • Summary of today's KII: purpose, duration, need for openness, no right or wrongs, overview of interview format, link to other phases of field work	
Stage 2: Interview Questions and Discussion	
Opening question as an icebreaker (not for transcription)	1. Before we start, let's do some introductions so we know a little more about each other. Can you please tell me a little about your career at the British Council to date? Which roles or aspects of roles have you enjoyed most? What would your ideal job be at the British Council (extend as need be until interviewee is comfortable)
Transition: building on ice-breaker: (not for transcription)	2. Let's move on to the topic of today's interview – leadership behaviour in matrix structures. I'd like you to look at the taxonomy of leadership behaviour I sent before today's telephone call. Please also think about the leaders you have worked with during your career.
Key Questions	3. I'd like you to think back to someone you have worked with in the past who was a role model of positive leadership. What behaviours did this person demonstrate?
	4. Thinking of the same person, did he or she switch behaviours? If so, how?
	5. Thinking of people in the British Council more generally who you consider role models of positive leadership, what are the common patterns of behaviour you observe?
	6. Thinking of the same people, did they switch behaviour? If so how?
Transition	7. I'd like you to now consider someone you consider less effective as a leader.
Key Questions	8. What are the patterns of behaviour this person demonstrates?
	9. Thinking of the same person, does he or she switch behaviours?
Closing	10. On a scale of 1-10 (1 being low, 10 being high) how do you rate leadership effectiveness at the British Council? How so? Why?
Summary (not for transcription)	11. Recap main topics that have been covered. What did we miss? Is there anything you would like to add?
Stage 3: Closing	
Closing: a brief summary of the following (not for transcription) • Next steps in field work / thank participant for contribution	

Source: adapted from Boyce (2006); Bryman and Bell (2011); Denscombe (2014); Kumar (1989); Kumar et al (1993); Kvale and Brinkmann (2009); Legard et al (2003); Mears (2012); Patton (2005); Rubin and Rubin (1995); Saunders et al (2012); Tremblay (1957)

Appendix 13: Key Informant Interview Sample

SI	Gender	Region	Job Family
1	F	Middle East North Africa	Country Leadership
2	F	Sub-Saharan Africa	Country Leadership
3	M	South Asia	Professional Services
4	F	South Asia	Regional Leadaership
5	M	South Asia	Regional Leadership
6	F	Sub-Saharan Africa	Regional Leadership

Appendix 14: Guidance Note for Key Informant Interviewees

Leading the Matrix: Guide for Key Informant Interview Participants v3 FINAL 13.03.16

Thank you for taking part in this stage of the research, which uses key informant interviews to gain insights into the leadership behaviours demonstrated in a matrix structure, such as the one we have at the British Council. All responses collected during this research are totally confidential and no individual's identity will be revealed in any manner whatsoever. This is guaranteed by the contract I have signed with the British Council and also the Code of Conduct at the university where I am studying. You are totally anonymous for the purposes of this research.

Purpose of this Guide: the purpose of this guide is to give you a brief recap of the study and outline the third phase of the fieldwork. This is to help you prepare for participating in the interviews.

Overview: the purpose of the research is to explore the leadership behaviours demonstrated during the transition to a matrix structure in the British Council. The research is part of my doctoral dissertation and I am very grateful for your input and insights as part of the study. As noted above, all responses are confidential and no individuals can be identified. Your privacy and anonymity are guaranteed.

Phases 1 and Phases 2 of Fieldwork: in the first phase of fieldwork in December 2015, you and other colleagues across three regions (Sub-Saharan Africa, South Asia and Middle East and North Africa) took a survey measuring the behaviours of leaders in the BC in areas such as task management, relationships, change and the external environment. 75% of participants responded and the data has been analysed. In the second phase a number of colleagues from the same regions took part in focus groups to further explore these themes. The participation rate was 91%.

Phase 3: in this phase of the fieldwork, you and a very small number of other colleagues are taking part in key informant interviews. The purpose of these is to further investigate the findings from phases 1 and 2 and help answer the research questions.

Advice on taking part in key informant interviews: key informant interviews like all research approaches have a number of benefits and limitations. During the interviews please be mindful of the following:

- Expect a range of interaction – at times it may be more open and flexible, at others more directive where you may be asked questions to help clarify what you are saying.
- Your voice counts – although it may be difficult to speak up on some issues, please be as open as you can. You've been selected because you have insights into the topics being discussed. Please share your views and ideas as candidly as you can.
- There may be follow up questions – there are no right and wrong answers in the interview. Any follow up questions are asked in order to help clarify or check what is being said.
- Please ask if anything is not clear on the call or if you don't understand. If English is not your first language please ask for things to be repeated if helpful. As the interview is one-on-one there is no need to rush or be anxious if you need more time to think about your answers.
- Recording, anonymising and transcribing – the call will be recorded and transcribed. All contributions from participants will be anonymised as part of the data processing

Preparation: to help you prepare for the interview please re-familiarise yourself with the leadership behaviours on the next page. Please keep a journal of the behaviours you observe at work, not just your immediate boss but other leaders around you. Lastly, please think about the leaders you have worked with in the past who you consider role models of positive leadership, and those you consider less effective. This will help you prepare for the interview.

Thank you in advance for your participation in this research. Please rest assured that at all times your privacy will be protected and your responses kept anonymous and confidential.

Yukl's Taxonomy of Leadership Behaviour	
Behaviours	
ix.	**Planning**: develops short-term plans for the work; determines how to schedule and coordinate activities to use people and resources efficiently; determines the action steps and resources needed to accomplish a project or activity.
x.	**Clarifying Roles & Objectives**: clearly explains task assignments and subordinate responsibilities; sets specific goals and deadlines for important aspects of the work; explains priorities for different objectives; explains rules, policies, and standard procedures.
xi.	**Monitoring Operations & Performance**: checks on the progress and quality of the work, examines relevant sources of information to determine how well important tasks are being performed; and evaluates the performance of members in a systematic way.
xii.	**Problem Solving & Disturbance Handling**: identifies work-related problems that can disrupt operations, makes a systematic but rapid diagnosis, and takes action to resolve the problems in a decisive and confident way.
xiii.	**Supporting**: shows concern for the needs and feelings of individuals; provides support and encouragement when there is a difficult or stressful task; and expresses confidence that a subordinate can successfully complete it.
xiv.	**Recognising**: praises effective performance by individuals or the team; provides recognition for member achievements and contributions to the organisation, and recommends appropriate rewards for people with high performance.
xv.	**Developing Skills**: provides helpful feedback and coaching for a person who needs it; provides helpful career advice, and encourages subordinates to take advantage of opportunities for skill development.
xvi.	**Consulting**: checks with people before making decisions that affect them, encourages participation in decision making, and using the ideas and suggestions of others.
vii.	**Delegating**: delegates responsibility and authority, allows more autonomy and discretion in work activities, and trusts people to solve problems and make decisions without prior approval.
viii.	**Developing**: provides coaching and career advice, provides opportunities for skill development, and helps people learn how to improve their skills.
ix.	**Advocating Change**: explains an emerging threat or opportunity; explains why a policy or procedure is no longer appropriate and should be changed; proposes desirable changes; takes personal risks to push for approval of essential but difficult changes.
x.	**Envisioning Change**: communicates a clear, appealing vision of what could be accomplished; links the vision to member values and ideals; describes a proposed change or new initiative with enthusiasm and optimism.
xi.	**Encouraging Innovation**: talks about the importance of innovation and flexibility; encourages innovative thinking and new approaches for solving problems; encourages and supports efforts to develop innovative new products, services, or processes.
xii.	**Facilitating Collective Learning**: uses systematic procedures for learning how to improve work unit performance; helps people understand causes of work unit performance; encourages people to share new knowledge with each other.
vii.	**Networking**: attends meetings or events, and joins professional associations, social clubs, and social networks to build and maintain favourable relationships with peers, superiors, and outsiders who can provide useful information and assistance.
viii.	**External Monitoring**: analysing information about events, trends, and changes in the external environment to identify threats, opportunities, and other implications for the work unit.
ix.	**Representing**: lobbying for essential funding or resources; promoting and defending the reputation of the work unit or organisation; negotiating agreements and coordinating activities with people outside the work unit or organisation.

Appendix 15: Sample Key Informant Interview Transcript

In-depth Interview Transcript: Middle East and North Africa Country Leadership

Date: Wednesday 30 May 2016 via teleconference

Participant:

SI	Gender	Region	Job Family	Date
1	F	Middle East and North Africa	Country Leadership	Wednesday 30 March 2016

Key to transcript:

P = participant

M = moderator

X = use of a name or country or anything which could identify an individual (these are all anonymised to ensure confidentiality)

(pause) = a gap in the speech of some sort or use of a filler such as ‘Mmm’, ‘Ahh’ etc.

(unintelligible) = a word, partial sentence or phrase that is not clear enough to be transcribed e. g. due to the quality of the phone line or participant’s articulation

(task), (relations), (change), (external) = inserted into the transcript to indicate which meta-category of leadership behaviour in the taxonomy participants are referring if not mentioned explicitly e. g. ‘box 1’ = task related behaviours; ‘second group’ = relations etc.

BC = British Council (when participant and interviewer use the acronym between themselves)

Transcript: recording begins at 19. 32

M: So I'd like you to think about that taxonomy of behaviour that I sent (pause) and think about (pause) someone you consider to be a role model positive leadership (pause) could be from the British Council, could be from your past (pause) what are the kind of behaviours X that that person you are thinking of demonstrates? (pause).

P: (pause) well actually (pause) I've had (pause) I have examples from both the British Council and outside the British Council (pause) from outside the British Council it's (unintelligible) work because it's primarily commercially underpinned and (pause) most of the (pause) my career (pause) envisioning change was key always (pause) is to (pause) success of the organisation, evolution of the organisation (pause) the vision of the organisation (pause) especially about (unintelligible) mergers and acquisitions (pause) which is also competitive advantage (pause) it's all about market share (pause) so envisioning change (pause) was something that you could see as the role models (pause) even in the mentors I had (pause) in (pause) my previous life (pause) that was the strongest aspect of (unintelligible) success (pause) but also was something that they could balance (pause) (unintelligible) a group of staff around them and could also something that could show the power of leadership (pause) the articulation (pause) it needs (pause) the ability to have the right risk appetite as well (pause) and that's quite something quite different outside the British Council (pause).

M: OK, so (pause).

P: Envisioning change so (pause) the one final thing (pause) in other organisations (pause) envisioning change is also covered by a very solid understanding of envisioning and identity (pause).

M: Right.

P: That is something that sometimes I don't see quite as solid in the British Council (pause) British Council wants to be different things to different people all at the same time in terms of a clear competitive positioning (pause) especially when we're talking about the economic model (pause).

M: Can you say a bit more about that X so looking at the British Council context you're saying that you see some envisioning of change but it's not particularly robust or rigorous or consistent (pause) what's the (pause) just say a bit more please (pause).

P: First of all (pause) it (pause) you see that a lot of things change with leadership (pause) it's almost like government in X here (pause) each times a X changes everything changes (pause) X (pause) it's quite similar to this (pause) you can hear this because I came in at the period when X was new and you could see that (pause) all the strategies and communications embodied what X saw that the British Council should be doing (pause) but then now with the new leaders you can hear this (pause) there is a totally different track possibly (pause) change is good but (pause) in (pause) looking at the vision X had and the vision X has right now neither of them have articulated the positioning of the British Council (pause) the positioning (pause) to me (pause) either to different parties of this mixed economy or (pause) what does it

aim to do because it's going to be a charity organisation but it's got to have a (pause) (unintelligible) it's got to have a benchmark (pause) that's where it is all about (unintelligible) the leaders of non-profit (pause) have to think of (pause) that (pause) there is always a benchmarking element here (pause) do you see us as your (pause) I don't know (pause) as an organisation that we're everything we strive to be or we'd like to be or the position you'd like to be in (pause).

M: I see

P: That's not clear (pause).

M: I see (pause) OK.

P: I contrast that to other organisations (pause).

M: OK (pause) OK, no that's very helpful X (pause) thinking about the British Council context (pause) can you try and think of someone who you (pause) maybe someone in your region or in X (pause) someone you have come across who is a real role model of positive leadership at the British Council and again (pause) what are the kinds of behaviours that this person demonstrates (pause)?

P: (pause) well yes (pause) I've worked with three (pause) you know (pause) leadership could be my line manager but also leadership could be (pause) my peer (pause).

M: Yes, it could be your peer (pause) someone who just stands out for you as a real role model of positive leadership (pause) could be your peer, could be a subordinate (pause) could be someone in the region (pause).

P: Well I think one of the (pause) the CD's (Country Directors) that has come to British Council X (pause) who I really (pause) in my view and to others as well (pause) a role model for leadership (pause) effective leadership (pause) I can say (pause) in the beginning that person was encouraging innovation first and foremost (pause).

M: Right.

P: (pause) (unintelligible) if you look at the taxonomy (unintelligible) encouraging innovative thinking in our approach to solving problems (pause) that was something that this person was articulating and also advocating for (pause) in people any every level (pause) at the (unintelligible) level or at the highest level (pause) for encouraging innovation (pause).

M: Right.

P: The other elements of monitoring operations and performance (pause) because you've got to have a vision and you've got to have a road map but you really need to be able to check it effectively (pause) challenge (unintelligible) and (unintelligible) sometimes (pause).

M: Right.

P: And that was something that (pause) was quite effective because we have also an organisation where people have been in the job for 30 years and they are in their comfort zone and the organisation is just (unintelligible).

M: OK.

P: So that kind of monitoring of operations and performance and in particular around the quality of work not the quantity of work (pause).

M: Right, right (pause) interesting (pause) so just to check that I've understood you correctly X you're saying that this particular individual was demonstrating a lot of behaviours around advocating change, envisioning change, encouraging innovation (pause) I think you mentioned right at the grass roots (pause) the sort of shop floor level (pause) but at the same time (pause) was kind of balancing that with the kind of task related behaviours (pause) checking on the progress of work, the quality of work (pause) were they also doing things in the first two like clarifying roles and doing planning (pause)? Were those behaviours that you saw?

P: (pause) absolutely because (unintelligible) things are not (unintelligible) it's about encouraging that (unintelligible) thought process (pause) how are you going to make that happen (pause) (cough) which ultimately is planning so I would include the (unintelligible) the process and everything but the output you're going to measure (pause) whether it's working or not whether it's the (unintelligible) or the staff members or different business objectives (pause) but also (pause) having a quality (pause) underpinning (pause) I'll give you a clear example (pause) in my career history (pause) I started off (pause) in a very, very interesting unit (pause) writing drug information and patient information (pause) and (pause) if a leaflet had one mistake you'd be penalised (pause).

M: Ah, right.

P: Attention to detail was really drilled (pause) (laughing)

M: I can imagine (pause) (laughing).

P: And that then makes you always look at (pause) able to look at the small things (pause) even if you have (pause) if you look at the bigger picture but you could quickly have that eye for detail especially for things that really matter (pause) sometimes there isn't a drive for quality management (pause) a lot of things that go wrong are just because people don't pay attention not because they don't want to (pause) excel and this person (pause) this role model really had clarity on quality management (pause).

M: Right, right (pause) so you're saying there X if I heard you correctly (pause) they are good at the visioning (pause) the big stuff (pause) but also good at the little stuff (pause) making sure all the nuts and bolts (pause) the important nuts and bolts were all moving in the way they should do (pause) is that (pause) did I understand you correctly?

P: Yes, let me give you a large example (pause) so British Council we really need to win contracts (pause) we really need to be able to win EU contracts (pause) but it's not about

winning the contract it's about delivering the contract (pause) everything goes wrong when it's (unintelligible) suddenly you see a lot of that (pause) and some of it is about understanding the nature of delivering for a client and how do you (pause) even ensure excellence in client service (pause) and again this role model was quite attuned and very conscious about (pause) if we want to be good (pause) it's not about wining contracts (pause) win one every five years (pause) but to deliver it effectively and having a great reputation (pause) rather than winning five and delivering them all wrong (pause) with a lot of hiccups or customer dissatisfaction (pause) this particular one is not large amounts (unintelligible) multi-million business (pause) we're delivering in EU contract but quality management (pause)

M: That's interesting X (pause) that's very, very interesting (pause) just thinking about this same person X can you say a little about how they interacted with the people around them (pause) obviously they have line managees, the wider team (pause) what were the perceptions of that person in terms of their relationships with others (pause)?

P: (pause) the perceptions of this was that this person is (unintelligible) holds himself accountable, sets high standards for himself and expects the same out of other persons but just doesn't let them (unintelligible) sets them up to succeed (pause) because in the end you're as strong as your weakest link so you have to set high standards (pause) of innovation (pause) you have to monitor performance (pause) see the big picture (pause) stuff like that (pause) very strong at a global level but equipping people with the right skills (pause) building their confidence and setting them up to succeed (pause) and that (pause) formally and informally and if we look at the taxonomy there is a lot of 'developing' (pause) they are busy (pause) one of the areas was developing and this person you could sense how desperate they are in developing people around them (pause).

M: Right, right (pause) so you're saying that (pause) I think the phrase you used was 'setting people up for success' and a big part of that was the developing, the feedback, the coaching (pause) setting high standards for themselves and others (pause) is (pause) did I understand you correctly there X?

P: (pause) yes, but also not (pause) not shying away from many (pause) (unintelligible) if needed (pause).

M: Could you say that again X (pause) the line was slightly unclear (pause) not shying away from (pause)?

P: (pause) leaving things as they are (pause) so one of the interesting behaviours in British Council is (pause) there is a kind of silence (unintelligible) (pause) dynamic so we'll see things that are not right but never step up to change thing (pause).

M: Oh, I see (pause) I see so (pause) so avoidance of problems or avoidance of issues (pause).

P: Yes (pause) absolutely so (unintelligible) those people (pause) not just developing their skills but also to question themselves and question the dynamic and the status quo and be able to have the confidence (pause) to (pause) that's part of innovation (pause) innovation is that

you're going to ask for change (pause) you're going to (unintelligible) change (pause) you're going to look at a different way of doing things (pause) analysing complex issues and (unintelligible) solutions (pause) it also means that you have to have the confidence sometimes even when things go wrong to say (pause) this is wrong (pause) this is where (unintelligible) have not processes have not worked (pause) this is (pause) (unintelligible) or in the office to have the confidence to say this is not what it should be or it needs questions there (pause).

M: Right, I see (pause) so are you (pause).

P: It's the culture in the British Council (pause) whereas this person was always encouraging that as well (pause).

M: Right, I see (pause) are you describing X in a sense a willingness to challenge (pause) other (pause) well to challenge themselves (pause) but also positively challenge other people or the situation so that change could happen (pause) is that (pause) have I understood you correctly?

P: Yes.

M: Right, fascinating, fascinating (pause) so did you see with this person X (pause) like a range of behaviours? (pause) were they switching between different behaviours at different times? (pause) I mean (pause) what were your observations in that sense?

P: Yes (pause) absolutely (pause) effective leadership means that you've got to sometimes have directive leadership or prescriptive leadership and then sometimes you'd have (pause) you would have participatory leadership and finding the right balance (pause) when is the right time for this (pause) I think is also something that is very important because you cannot always be a participatory leader (unintelligible) always be a prescriptive leader (pause).

M: So looking at the role models X how do they know when to deploy a particular approach? (pause) what are they doing? (pause) what's the (pause)?

P: I think part of it is the (pause) yeah (pause) part of it about recognising, part of it is about consulting (pause) (unintelligible) for leaders important to do (pause) do that and part of it is obviously the right delegation, right level of delegation (pause) with delegation you can delegate but not to the right person (pause).

M: Can you say a bit more about that X? (pause) 'the right delegation' (pause) what do you mean?

P: (pause) well (pause) to give you an example you know the British Council (pause) is structured in terms of people having (pause) well any organisation (pause) each person has a (pause) should have a level of decision making and people sometimes (pause) will go beyond the (pause) it's not a black and white (pause) you can only take decisions up to this (pause) it's black and white usually in financials (pause) you can take a decision up to this which is quite important but in other areas (pause) it's first of all (pause) we go back to the climate of setting up people to succeed (pause) and developing skills and people also when they are

faced with situations when it's not (pause) (unintelligible) the kind of decisions that they make (pause) they are able also to almost (pause) they are able to use the same approaches (pause) of consulting (pause) and then taking on a higher level of decision making but if you're delegating that person (pause) to set the expectation or support this person (pause) delegating something to a person who may not have that level of authority (pause) is something quite wrong.

M: Oh, I see (pause) so are you saying X there is something (pause) a positive relationship between the supporting behaviour and the delegating behaviour and balancing the delegating with the supporting in the background (pause) is that (pause) have you understood you correctly?

P: I think it is yes but part of it is that sometimes delegating is misconstrued (pause) (unintelligible) I'll pass on the responsibility (pause) to someone else but actually when you're delegating you still remain accountable even if that person becomes responsible (pause).

M: Oh I see, I see.

P: (pause).

M: Sorry, carry on.

P: (pause) so that's what I meant by the right person (pause) first of all ensuring that (unintelligible) they are set up to succeed but also are they the right person you're delegating to who understands (pause) this responsibility while that's passed on to them (pause) you're not washing your hands of this.

M: I see, I see (pause) fascinating (pause) I understand (pause) so maintaining that accountability for things even if though other people may be taking more of a lead (pause) I see (pause) very good (pause) just thinking of the (pause) flip side X if you (pause) without kind of naming names but you think about the people you have seen at the British Council who you would consider less effective leaders (pause) less positive, less effective (pause) what are the behaviours that those people are demonstrating? (pause) the less effective leaders.

P: (pause) obviously from a perception point of view you would see that these people have no ambition (pause).

M: Right, OK.

P: They want to play it safe (pause).

M: Right.

P: Obviously (pause) which means that they are in a (pause) set themselves up in a position where they are (pause) they strive for the minimal in order to not first of all be on the radar screen (pause) not be in a position of taking risks but also not to be in a position where they

have to do a lot of work because developing, coaching, delegating (pause) leadership takes a lot of work (pause).

M: Indeed (pause) indeed it is X.

P: Uneffective leaders will see that I don't want this headache (pause) I'll just make do with anyone who does anything (pause) and that goes back to quality management (pause) non effective leaders don't strive for quality and quantity (pause).

M: Right.

P: They (unintelligible)

(voices talking simultaneously)

M: Oh I see.

(voices talking simultaneously)

M: So the bar is low, the standards are low, the expectations are low.

P: Yeah (pause) that's always been a common trait of non-effective leaders (pause) they (unintelligible) non-performance.

M: Interesting.

P: They tolerate (pause).

M: They are tolerant of under-performance or low standards (pause) I see, I see (pause) so thinking very generally X across the last four years at the British Council (pause) on a scale of 1-10 (pause) if 1 is low and 10 is high, how would you rate the effectiveness of the leadership you see around you at the British Council?

P: (pause) I think seven (pause).

M: Seven.

P: I give it between a six and a seven.

M: Between a six and a seven (pause) tell me a bit more about that (pause) why is it between a six and a seven?

P: (pause) because (pause) it depends (pause) I've been here (pause) I've seen striking examples of something that happens at the British Council that wouldn't happen in other places so a lot of people who are despatched through the network and (pause) are working through contracts that are (pause) overseas contracts but then apply in that routine batch application and people apply and (pause) it's almost that people are guaranteed a job (pause) regardless of performance (pause).

M: Right.

P: And I may be wrong but that is something that sometimes is almost contradictory to effective leadership (pause) you have to work for it (pause).

M: Oh I see.

P: And it's almost like a given (pause).

M: Ah (pause) so a perception that the international managers may be deployed irrespective of what they have done or not done in their previous role (pause) is that what you are saying?

P: (pause) yes, yes (pause) it is a perception.

M: OK, so that's taking it more towards a (pause).

P: And there have been examples (pause).

M: So that's making it more towards the lower end (pause) what's pushing it out towards a seven X (pause) what's the good stuff? (pause) what's pushing it out towards seven?

P: (pause) there is an appetite for change (pause) that there is a recognition that British Council can't think in the way that it used to think (pause) and operate the way it used to two years ago or three years ago (pause) they are quickly catching up (pause) there is a recognition of issues (pause) there is a very strong appetite for change (pause) effective change, problem solving (pause) that's tipping it towards the higher end (pause).

M: OK.

P: Also tipping it towards the higher end is (pause) the recognition that British Council needs to operate more like (pause) not a commercial organisation fully (pause) but organisations that are accountable to a constituency (pause).

M: Right, right (pause) whether it's clients, or stakeholders you mean (pause) or customers?

P: Yeah.

M: And what would it take X to get it to a nine? Or a nine point five?

P: (pause) I would say a lot of (pause) training and capacity building that is not in a word focussed (pause) you know I'll give you an example (pause) of a couple (unintelligible) or workshops that I have been on that are not related to products of projects (pause) I've felt weren't focussed (pause) how great is the British Council (pause) what are we trying to do? (pause) what are we trying to change? (pause) there isn't a (pause) if we're working in a field where we want to win contracts in development where we want to establish partnerships, where we want to make income (pause) training and capacity building on these thematic areas is key (pause) pharmaceutical industry is definitely an R&D industry but everything is about what is being produced in the lab but it's not disconnected to the fact that someone has to go out and sell it (pause) that that person needs a lot of selling skills (pause) someone bright (pause) clinical trials and research frameworks (pause) and that person has to be trained (pause) there is a lot of training (pause) a lot of (unintelligible) at the British Council on cultural relations (pause) which is great that is what it is but that is the label of the British

Council (pause) but the British Council KPI's (Key Performance Indicators) are not linked to cultural relations (pause) it's linked to income, surplus (pause) and (unintelligible) and I haven't seen any capacity building or strategy that supports people to develop their capacity to be visible and effective in reaching those KPI's (pause).

M: I see.

P: Within stakeholder satisfaction (pause).

(voices talking simultaneously)

P: I mean (pause) I went to 'Making a Pitch' workshop (pause) and coming from a commercial background I found that very, very out of touch (pause) (unintelligible) with business making (pause) doing business (pause).

M: Oh really? (pause) how so X?

P: I want to predict in a nutshell (pause) really the British Council has to start building capacity in doing business (pause).

M: Oh I see.

P: B to G (Business to Government), B to B (Business to Business) and tenders and (pause).

M: So just to check I've understood you X you're saying that as the kind of shape of the organisation or the funding model is moving more towards this partnership or client funded (pause) there is a need to develop related skills so that people on the ground know how to pursue and secure and deliver that kind of work (pause) is that (pause) have I understsood you correctly?

P: Absolutely, absolutely (pause) so there isn't a disconnect between the vision and the ability (pause).

M: Ah, right, right (pause) so whilst we may be talking the talk we may not be able to walk to walk (pause) would that be a fair way of describing it?

P: Yes.

At this point there were no further comments. The moderator recapped the main points that had been covered and asked if the participant had any questions or anything further to add.

P: (pause) in essence I would say there is a very positive thing in that there is now a recognition that things have to change (pause) it's not easy (pause) change is not easy especially not in the mixed economy model because part of us is attached to the government (pause) part of us is not attached to the government, part of us is a charity (pause) I think that being able to do as much as you can with the model you have is something that's now really articulated quite clearly (pause).

M: No that's very helpful, very insightful.

P: I think that recognition that (pause) the healthcare person in me says that the first thing (pause) the first step to solving the problem (pause) to doing something is diagnosis (pause) I think (pause) there is a very (pause) a very conscious recognition of some of the issues (pause) that are maybe holding back the British Council (pause) so what I am saying right now (pause) is that I am seeing some of the things that I am seeing (pause) we're seeing a lot more of things because of their positions and because of their mandate (pause) I don't seem be the only person saying these things effectively (pause).

M: So the diagnosis is correct probably (pause) the need for change and the shift in the economic model etc. (pause) so that's good but then I guess what you're saying is that there now needs to be an execution of a plan that helps us all get there (pause) to that point?

P: Yes.

At this point there were no further comments or questions. The moderator thanked the participant and outlined next steps. The session then concluded.

Transcript: recording ends at 58. 28

End of transcript

Appendix 16: 21st Century Leadership Programme (Example of Internal Application of Research)

Appendix 17: Cultural Relations Leadership Programme (Example of Internal Application of Research)

Programme agenda:

Tuesday - Day 1	Wednesday - Day 2	Thursday- Day 3	Friday - Day 4
09:00-10:30 **Introduction** Ed Griffin & Ciaran Devane Why Leadership? • Who is in the room? • Passion pictures	09:00- 9:15 Overview 09:15-10:30 **A Panel Conversation (challenges) # 1** **Purpose**: discover BC system connections, and how we have/can overcome our BC challenges to larger system impact	09:00- 9:15 Overview 09:15-10:30 **How We Hold Conversations that bring people with us** • Otto Scharmer's 4 levels of listening/dialogue	09:00- 9:15 Overview 09:15-10:30 **Shaping Your Stories** • peer review and wearing of different lenses
10:30-11:00 Break	10:30-11:00 Break	10:30-11:00 Break	10:30-11:00 Break
11:00-12:30 **Sharing Success** • Leadership Tools: Questioning to challenge Assumptions	11:00-12:30 **Leadership from Self** • Who are you? • What do you stand for? • Rants & Stand	11:00-12:30 **Working within and through BC to make Cultural Relations Impact** Richard Sunderland **Purpose**: a CD's story of some blocks in BC to doing great CR work, and how we can overcome our blocks	11:00-12:30 **What are the Opportunities and Challenges for carrying our stories?** Stop, start, continue
12:30-13:00 Lunch	12:30-13:00 Lunch	12:30-13:00 Lunch	12:30-13:00 Lunch
13:30- 15:00 **Organisation in the Mind** (towards One BC)	13:30-15:00 **How to Craft Stories and Tell Them Powerfully** (Actors in Industry)	13:30-15:00 **A Panel Conversation (action) #2** **Purpose**: to discover system connections, how we have/can overcome our challenges to larger system impact, and a call to action.	13:30-15:00 **Building our Network** • Partners & network • What can happen now?
15:00-15:30 Break	15:00-15:30 Break	15:00-15:30 Break	15:00-15:30 Break
15:30- 16:40 **The World We are Living In** • today's geo-political context, BC's founding principles • BC strategy etc. **Purpose:** to connect to the founding principles, strategy and direction of the BC as well as the wider geo-political context the BC is working in. 1640– 1700 Wrap up	15:30-16:40 **How a Leader Delivers Impact through Enrolling their People** (A Senior Organisational Leader - external) 1640- 1700 Wrap up	15:30-17:00 **Exploring how our system is creating impact** • Systems Constellation Leadership Tool 1700-1715 Wrap up	Close and depart

Appendix 18: Managing Others Leadership Programme (Example of Internal Application of Research)

Who is this course suitable for?

- Individuals who are new to line managing and developing others
- Line managers who are recent to the role have less than 18 months management experience
- Experienced line managers (with little or no training to date) who would like to refresh their people management capability

What will the workshop cover? *As a result of attending this workshop, you will be able to:*

- Describe the managers role in achieving results through the performance of others and relate this to your current role, accountabilities and development needs
- Build confidence and personal effectiveness in your ability to manage people and develop their performance capability; developing your ability to deal with a range of people management and development scenarios and challenges
- Recognize how your personal management style, choices and behavior you demonstrate impacts on performance, climate and dynamics of your team
- Reflect on own development needs and maximize strengths paying attention to areas of development when managing performance and results of others

Key learning themes and core content:

- What do really good managers/leaders actually do?
- British Council's expectations of line managers, understanding of duty of care and how to value diversity in the team
- Personal impact focusing on self-awareness; team management & communication styles; personal preferences and differences and the impacts/effects on workplace climate and culture
- Managing performance as an on-going and integrated activity
- Team planning exercises
- Managing expectations – setting deliverables and linking them to your own, functional and top level organisation objectives
- Overcoming the challenges of delegating work to others and supporting people to deliver results
- The manager's role in developing others and responding to the challenges of managing underperformance & high achievers
- Evaluating performance, giving feedback and coaching skills

Appendix 19: ‘Busy is the new fine’ (Example of Internal Dissemination of Research)

‘Morning. How are you today?' 'Busy. . . very busy. '

Busy can be bad. It can be stressful, harmful to your health, which can eventually lead people to just switch off. Disengagement surely then follows. When that happens, the workplace can be a dire place to be. Just dire. So what do you do? How do you ‘switch people back on’ and re-boot a lethargic, disinterested work environment into a healthy, happy workplace? Who’s responsible for doing this? And, more importantly, what practical (simple) steps can be taken? Here are some of the things we've tried and tested here at British Council Tanzania.

1. Talk less, listen more. Simple as that.

It's no coincidence that we have two ears and only one mouth. We're genetically designed to spend twice as much time listening as talking. As the famous US talk show host Larry King said, 'I'll learn nothing today by talking'. Our advice is simple. Stop talking, question more, listen more and great stuff will surely follow. And listen not just to what people are saying but also to what people are *trying* to say. And observe more and get more people sharing their genuine opinions about general office life. Pretty soon you’ll know what’s really happening in your office and how people are *really* feeling.

2. Create many watering holes

Watering holes are places where people can come together, like staff associations, teachers’ representatives and team meetings. Create them and meet regularly. They’re great chances for social bonding and for people to share their views, ideas, thoughts, concerns and questions. These get togethers also serve as safety valves - places to ‘let go of things’ and let off some steam. Staff canteens also have that effect.

3. Don’t kid yourself

Going to work every day can be a bit like climbing Kilimanjaro. . . it’s a long walk. Some days are better than others. At times we’re full of energy, and at others we just want to go

home. So try and enjoy the journery not just the destination. Stick together and talk openly about the good times and the challenges at work. Above all, just keep smiling – even if it is an effort on some days.

4. Hot desking

Hot desking is here to stay and out here in Tanzania it has, in fact, improved relations between staff by allowing people to get familiar with other teams and the wider office. Having a chat with someone sitting next to you can be a lot more informative than any official communication channel and helps foster a sense of awareness of what others are doing.

5. Read all about it!

We all love the global staff Bulletin but there's also room for local staff newsletters to connect people together. When people are new to the office, it's hard to know who everyone is and what their jobs are - so including these introductions in a newsletter can help avoid the awkward 'sorry, what's your name again?' questions. Video messages are also good ways for staff at all levels to get creative and be part of a team or office-produced product - communication for staff, by staff.

6. Time out…away from the office

Busy or not, one sure way to build morale and camaraderie is to put a date in the diary to take time out and do a bit of team bonding – away from the four walls and confines of the office. Getting the whole team involved in voluntary work, community service or a charitable initiative are just a few ideas.

7. A call for celebration

Reached a milestone? Won an award? Hit a target? Why not celebrate?! It's natural to focus on day-to-day work and feel like there's no space to stop and enjoy success. But reflecting on how much has been achieved can really put your hard work into perspective and help appreciate how much has been done.

In Tanzania, we can confidently say that we do have an effective voice, we are able to share

our views and ideas freely, and know that these will be listened to. We are 'engaged employees', and it's easier to keep smiling!

Appendix 20: ‘The Journeyman’ (Example of Internal Dissemination of Research)

Episode 9: 3 tips to survive The Matrix

The Journeyman watched ‘The Matrix’ this weekend. Larry and Andy Wachowski's 1999 film about underground freedom fighters raging against the machine.

A classic by all accounts. Truly ground breaking at the time and a genuinely original story of a world so real but in fact an elaborate facade created by super-powerful, devilish ‘agents’ farming human energy for the purposes of world domination. No wonder it was rated ‘R’ for violence and bad language.

Sounds like The Journeyman’s average day at work (and before the lawyers’ letters start pouring in, I am of course joking!)

The parallels with the average organisation, ours included, *are* there if you look for them. . . . . .

A construct so convincing we are sure it's genuine. . . .

Reality being what we perceive as opposed to what it actually is. . . .

A lack of questioning of some of the ‘truths’ we all believe…. .

And of course the age old battle between self-determination and enslavement - with sinister looking sentinels eradicating any whisper of dissent :) (again this is a joke, no lawyers letters please!)

In today's world of complex and global businesses though, virtual and geographically dispersed teams are increasingly common, as is increasing amounts of project work and multi-disciplinary teams. More and more of us now find ourselves in 'the matrix' – some

form of multidimensional working. Not always the spine-chilling domain of the film, but an equally unnerving experience of multiple spheres of influence, blurred accountabilities and complex rules of engagement.

And whilst not requiring the same kind of firearms, swords or martial arts that the hero of the film, Neo, needed to survive, you do need some 'smarts' to dodge the bullets. You need to learn to thrive, not just survive. Some seem to do it better than others. So, how on earth do they do it?

In the film, Morpheus wisely pointed out to Neo that *'unfortunately, no one can be told what the matrix is, you have to see it for yourself'*. How right he was. From watching the good, the bad and the ugly over the years, I reckon there are three C's in the approach of the truly matrix-savvy types. . . .

1) Collaboration – firstly, the smart folks set out with a collaborative mindset each and every day. To each and every person. And in each and every task in the matrix. Openness, willingness and amenability are the new bywords. Territory, defensiveness and resistance the antitheses. In short, the matrix-savvy folks understand informal relationships in organisations, where influence lies and how to make things happen through others.

2) Co-operation - secondly 'matrix maestros' are accomplished investors. Their currency is goodwill and they seek to underwrite and finance it constantly. Always happy to support and contribute. They know they are building a resource on which they can later draw. Like a good bank account though they maintain healthy positive balances and never get overdrawn.

3) Communication – lastly, the gurus of multi-dimensional working are the epitome of good communication. However much they think they need to communicate they double up. Belt and braces. And in The Journeyman's experience the matrix-savvy folks rarely use email, always prefer to get some visual contact and spend most their time listening to the perspectives of others before outlining their own.

Like them or loathe them, matrix structures are here to stay. They go by different names but

they are all matrices of one sort of another. There have 50 years of academic and practitioner research underpinning them. They will be a feature of organisations for years to come. So follow these three rules and like Neo you can learn the difference between *'knowing the path'* and *'walking the path'*. And, like Neo, you'll find that you won't have to dodge bullets because when you're schooled in the art of the matrix you won't have to!

So, you can either choose the blue pill and pretend you've never seen the truth, or take on The Matrix. As Neo says at the end of the film *'I am not here to tell you how it will end but I am telling you how it will begin. What happens next is your choice'*.

Enjoy :)

Appendix 21: ‘Leading the Matrix’ (Excerpt from Future Dissemination of Research)

Chapter One: *It’s work Jim, but not as we know it…*

It must have been great being Captain Kirk in Star Trek - jetting about the galaxy with Mr Spock meeting interesting life forms. The mission was simple: ‘*to explore strange new worlds, to seek out new life and new civilizations and to boldly go where no one has gone before’.* Simple.

So when Captain Kirk and Mr Spock reached a fork in the galactic highway all they had to do was remember the mission. To the left a known planet with some alien folks we’ve met before? Easy. Doesn’t fit with the mission so we don’t go. To the right? An unknown planet with new life forms and a civilisation that no-has been to? Simple. Turn right Mr. Spock and off we boldly go.

By the time Star Trek *The Next Generation* arrived on our screens life was even simpler. The mission was the same but now all Captain Jean Luc-Picard had to say was ‘*make it so*’ and off we went. Amazing! (note to editor: I have tried the ‘make it so’ line a few times and work and people either just look at me bewildered).

It’s the same in the world of work. We look back longingly for a simpler time. A simpler life. ‘Star Trek’ simple. A time when we all had one boss. We had a well-defined role. And a well-defined place in the hierarchy. When the boss said ‘make it so’ we did. When we said ‘make it so’ our subordinates did. So easy. So simple. Sure there were some complicated task but we could break them down into component parts and solve them. Routine jobs. Pre-determined outcomes. We just ‘made it so’.

Let’s take the Boeing 747 as an example. An incredibly complicated engineering task requiring the assembly of six million parts. But if you get the right people in the right place at the right time with the right tools and the right skills and you put the six million parts together in the right order you always get a Boeing 747. It’s actually simple: management by the application of rules.

Handbooks. Procedures and processes. You can 'make it so'. If the junior engineer can't work which to install first – the overhead air duct or the reading light, there is a rule for that. If they need to work out which wheels go on first, there is a rule for that. And that's why you never see jumbo jets at the airport with an extra wing or the windows on upside down. There is a rule for everything. All the 'boss' has to do is understand the rule book, instruct the 'juniors' to follow the rules and all is well in the world of work. Simple.

But alas, about 10-15 years ago something changed. It was a subtle change but one that rocked the world of work to its core. Work stopped being complicated. And became complex. Now those two words sound interchangeable but they are not. Whereas a complicated problem has a pre-determined outcome (the Boeing 747), a complex one does not. The outcome is not known at the start of the task and the ramifications of that are huge. No more rules. No more policies. No more handbooks and procedures to give us 'the right answer'. All of sudden no-one knows the outcome and how to reach it. We can't just 'make it so' anymore. But because the 'bosses' are so used to 'making it so' they just carry on as normal. They can't tell the juniors that they don't know what they are doing anymore and have no idea what the answers are. Chaos ensues. They 'manage' the task. They 'give instructions'. They follow 'the rules' and throw about 'the handbook' but nothing works. They can't find the answers because they can't even articulate the right questions. They chuck more managers and more management at the problem. But that doesn't help either. The vicious circle starts. More meetings. More conference calls. More excel spreadsheets being sent out. And yet still we struggle.

We're simply struggling with the complexity of the world of work.

To make matters worse, we don't just throw more management at the problem of complexity. We invent new structures to manage all the information that now has to flow about the organisation. New structures to allow us to respond to multiple priorities and deliver stuff across multiple teams and markets. We invent fancy names for these new-fangled structures. We call them 'matrix'

structures, ‘multi-dimensional’ structures or ‘network teams’. We draw some boxes on a piece of paper called an organogram, pin it up on the notice board in the canteen and then sit back and let the good times roll. And why not? After all, we saw the problem. We came up with a fancy solution. We gave that solution a posh name. We drew some dotted lines and solid lines between the boxes on the organogram. Job done, right? All is well once again in the world of work.

But it’s not. Far from it, drawing the organisation chart is the easy bit. The dotted lines, solid lines – but who cares? We’re no nearer finding a solution. The problem still hasn’t gone away. We have even more meetings, even more travel, ever more ‘managers’ and even more difficulty getting anything done. What in the world is going on? All of our sudden we have 2, sometimes 3, bosses. No-one knows who is responsible for what. Who is accountable? We can’t decide anything. The organisation is slowing down. The costs are shooting up and we’re drowning in email.

The sad truth is that in the contemporary world of work we can’t just ‘make it so’ anymore. And, unlike Captain Picard and Captain Kirk, we can’t just ‘boldly go where no-one has been before’. Is that a tear I see in Mr. Spock’s eye? Life is simple no more.

But fear not dear reader for in this book we will reveal not just how to survive but how to thrive in this complex world of ‘matrix’ structures. We’ll reveal how to lead in these environments. And we’ll reveal how to cut through the complexity and get stuff done.

Read on…….

References

Adair J (1984) *The Skills Of Leadership*, Farnham, UK: Gower

Adair J (2002) *Inspiring Leadership*, London, UK: Thorogood

Adair J (2004) *The John Adair Handbook Of Management And Leadership*, London, UK: Thorogood

Afsar B, Badir Y and Bin Saeed B (2014) Transformational leadership and innovative work behaviour, *Industrial Management & Data Systems*, 114 (8), 1270-1300

Aghina W, De Smet A, and Heywood S (2014) The past and future of global organizations, *McKinsey Quarterly, September*, accessed on mckinsey. com on 23. 01. 16

Agnew C and Flin R (2014) Senior charge nurses' leadership behaviours in relation to hospital ward safety: A mixed method study, *International Journal of Nursing Studies*, 51 (5), 768-780

Ahmed Y and Broussine M (2003) The UK public sector modernisation agenda – reconciliation and renewal, *Public Management Review*, 5 (1), 45-62

Ajzen I. (2005) *Attitudes, Personality and Behaviour*, Maidenhead, UK: McGraw-Hill International

Ajzen I (1987) Attitudes, traits, and actions: dispositional prediction of behaviour in personality and social psychology, *Advances in Experimental Social Psychology*, 20 (1), 1-63

Alliance Française (2015)

http://www. diplomatie. gouv. fr/en/coming-to-france/studying-in-france/learning-french/, accessed on 15 August 2015

http://www. fondation-alliancefr. org/?cat=1, accessed on 15 August 2015

Alonso J, Clifton J and Díaz-Fuentes D (2015) Did new public management matter? An empirical analysis of the outsourcing and decentralization effects on public sector size, *Public Management Review*, 17 (5), 643-660

Alveson M (2003) Beyond Neopositives, romantics and localists: a reflexive approach to interviews in organisational research, *Academy of Management Review*, 28 (1), 13-33

Amagoh F (2009) Leadership development and leadership effectiveness, *Management Decision*, 47 (6), 989-999

Ancona D and Caldwell D (1992) Bridging the boundary: External activity and performance in organizational teams, *Administrative Science Quarterly*, 634-665

Anderson M and Sun P (2015) The downside of transformational leadership when encouraging followers to network, *The Leadership Quarterly*, 26 (5), 790-801

Anderson R (1994) Matrix redux, *Business Horizons*, published Nov 15, 6-10

Antunes A and Franco M (2016) 'How people in organizations make sense of responsible leadership practices', *Leadership & Organization Development Journal*, 37 (1), 126–152

Argyris C (1964) *Integrating the Individual and the Organization*, New York, US: Wiley

Arnold K, Turner N, Barling, J, Kelloway, E and McKee M (2007) Transformational leadership and psychological well-being: the mediating role of meaningful work, *Journal of Occupational Health Psychology*, 12 (3), p. 193

Ary D, Jacobs L and Sorensen C. (2010) *Introduction to Research in Education* (8th ed.), CA, US: Thomson Wadsworth

Atkinson S (2004) Senior management relationships and trust: an exploratory study, *Journal of Managerial Psychology*, 19 (6), 571-587

Bains G (2015) Leadership Across Cultures, *Harvard Business Review*, https://hbr.org/2015/05/leadership-across-cultures, accessed on 16 February 2017

Balogun M (2008) Leadership in project management: exploration of roles and behaviours, paper prepared for the *Canadian Association of Management Consultants*

Bartlett J, Kotrlik, J and Higgins C (2001) Organizational research: determining appropriate sample size in survey research, *Information Technology, Learning, and Performance Journal*, 19 (1), 43-50

Barth M and Thomas I (2012) Synthesising case study research – ready for the next step?, *Environmental Education Research*, 18 (6), 751-764

Bartlett A and Ghoshal S (1990) Matrix management: not a structure, a frame of mind, *Harvard Business Review*, Jul-Aug, 68 (4), 138-45

Baruch Y and Holtom (2008) Survey response rate levels and trends in organizational research, *Human Relations*, 61 (8), 1139-1160

Bass B (1985) *Leadership and Performance Beyond Expectations*, New York, US: The Free Press

Bass B (1996) *A New Paradigm for Leadership: An Inquiry into Transformational Leadership*, Alexandria, VA: US Army Research for Behavioural and Social Sciences

Bass B, Avolio B and Atwater L (1996) The transformational and transactional leadership of men and women, *Applied Psychology: An International Review*, 45, 5–34

Bass B, Avolio B, Jung D and Berson Y (2003) Predicting unit performance by assessing transformational and transactional leadership, *Journal of Applied Psychology*, 88, 207–218

Bass B and Riggio R (2006) *Transformational Leadership* (2nd ed.), Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers

Bass B and Stogdill R (1990) *Handbook of Leadership. Theory, Research & Managerial Applications*, New York, US: Free Press

Baumeister R, Gailliot M, DeWall C and Oaten M (2006) Self-regulation and personality: how interventions increase regulatory success, and how depletion moderates the effects of traits on behaviour, *Journal of Personality*, 74, 1773–1802

Bazigos M and Harter J (2016) Revisiting the matrix organization, *McKinsey Quarterly, January*, accessed on mckinsey. com on 23. 01. 16

Bell J (2014) *Doing Your Research Project: A Guide for First-Time Researchers*, London, UK: McGraw-Hill Education

Bennis W (1959) Leadership theory and administrative behaviour: the problem of authority. *Administrative Science Quarterly*, 259-301

Bennis W and Nanus B (1985) *Leaders: The Strategies for Taking Charge*, New York, US: Harper Row

Bird C (1940) *Social Psychology*, New York, US: Appleton-Century

Blake R and Mouton J (1964) *The Managerial Grid: The Key to Leadership Excellence*, Houston, US: Gulf Publishing Co.

Blake R and Mouton J (1967) The managerial grid in three dimensions', *Training and Development Journal*, 21 (1), 2-5

Blake R, Mouton J, Barnes L, and Greiner L (1964) Breakthrough in organisation development, *Harvard Business Review*, 42 (6), 133-155.

Blanchard K (2006) *Leading at a Higher Level*, London, UK: Pearson Education

Blank W, Green S and Weitzel J (1990) A test of the situational leadership theory, *Personnel Psychology*, 43, 579–597

Boone H and Boone (2012) Analyzing Likert data, *Journal of Extension*, 50(2), 1-5

Bono J and Illies R (2006) Charisma, positive emotions and mood contagion, *The Leadership Quarterly*, 17 (4), 317–334

Bono J and Judge T (2004) Personality and transformational and transactional leadership: a meta-analysis, *Journal of Applied Psychology*, 89 (5), 901-910

Bordogna L (2015) Reforming Public Service Employment Relations: Past, Present and Future Prospects, *Conference Proceedings from the 17th ILERA World Congress*, Cape Town, South Africa, RSA, 7-11 September

Boston J, Martin J, Pallot J and Walsh P (1996) *Public Management: the New Zealand model*, Auckland, NZ: Oxford University Press

Bourgeois L (1979) Toward a method of middle-range theorizing, *Academy of Management*, 4 (3), 443-447

Bourgeois L (1985) Strategic goals, perceived uncertainty, and economic performance in volatile environments, *Academy of Management Journal*, 28 (3), 548-573

Boyce C and Neale P (2006) *Conducting In-Depth Interviews: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input* (p. 3-7), Watertown, MA: Pathfinder International

Boynton P (2004) Administering, analysing, and reporting your questionnaire, *British Medical Journal*, 329 (7461), 323-323

Brief A, Schuler R and Van Sell M (1981) *Managing Job Stress*, Boston, US: Little Brown

Briner R, Denyer D and Rousseau D (2009) Evidence-based management: concept clean up time?, *The Academy of Management Perspectives*, 23 (4), 19-32

Brown K (2004) Human Resource Management in the public sector, *Public Management Review*, 6 (3), 303-309

Brown S and Eisenhardt K (1997) The art of continuous change: linking complexity theory and time-paced evolution in relentlessly shifting organizations, *Administrative Science Quarterly*, 1-34

Bruns W (1989) A review of Robert K. Yin's case study research: design and methods. *Journal of Management Accounting Research*, September, 158-163

Bryman A, Bresnen M, Beardsworth A and Keil T (1988) Qualitative research and the study of leadership, Human Relations, 41 (1), 13-29

Bryman A and Bell E (2011) *Business Research Methods* (3rd Ed), Oxford, UK: Oxford University Press

Burgess R (1989) *Field Research: A Sourcebook and Manual*, London, UK: Routledge

Burns J (1978) *Leadership*, New York, US: Harper and Row Publishers

Burns L (1989) Matrix management in hospitals: testing theories of matrix structure and development, *Administrative Science Quarterly*, 34 (3), 349-368

Burns L and Wholey D (1993) Adoption and abandonment of matrix management programs: effects of organisational characteristics and inter organisational networks, *Academy of Management Journal*, 36 (1), 1106-138

Butler R and Wilson D (2015) *Managing Voluntary and Non-profit Organizations: Strategy and Structure*, Routledge

Carifio J and Perla R (2008) Resolving the 50-year debate around using and misusing Likert scales, *Medical Education*, 42 (12), 1150–1152

Carless S, Wearing A, and Mann L (2000) A short measure of transformational leadership, *Journal of Business and Psychology*, 14 (3), 389-405

Carroll S and Gillen D (1987) Are the classical management functions useful in describing managerial work?, *Academy of Management Review*, 12 (1), 38-51

Carlyle T (1993) *On Heroes, Hero-worship, and the Heroic in History*, CA, US: University of California Press

Chamorro-Premuzic T and Sanger M (2016) What Leadership Looks Like in Different Cultures, *Harvard Business Review*, https://hbr. org/2016/05/what-leadership-looks-like-in-different-cultures, accessed on 16 February 2017

Church A and Waclawski J (1998) The relationship between individual personality orientation and executive leadership behaviour, *Journal of Occupational and Organizational Psychology*, 71, 99–125

Clason D and Dormody T (1994) Analyzing data measured by individual Likert-type items, *Journal of Agricultural Education*, 35 (4), 31- 35

Cochran W (1977) *Sampling Techniques*, New York, US: Wiley and Sons

Coetzee C and Schaap P (2005) The relationship between leadership behaviour, outcomes of leadership and emotional intelligence, *South Africa Journal of Industrial Psychology*, 31 (3), 31-38

Colbert A, Judge T, Choi D and Wang G (2012) Assessing the trait theory of leadership using self and observer ratings of personality: the mediating role of contributions to group success, *The Leadership Quarterly*, 23, 670-685

Collis J and Hussey R (2013) *Business research: A practical guide for undergraduate and postgraduate students*, London, UK: Palgrave Macmillan

Coghlan D and Brannick T (2014) *Doing Action Research in Your Own Organisation*, London, UK: Sage

Corkindale G (2008) Surviving Matrix Management, *Harvard Business Review, June 19*, accessed on hbr. org 23. 01. 16

Crouch M and McKenzie H (2006) The logic of small samples in interview-based qualitative research, *Social Science Information*, 45 (4), 483-499

Cunliffe A (2010) Retelling tales of the field: in search of organisational ethnography 20 years on, *Organisational Research Methods*, 13 (2), 224-39

Dansereau F, Graen G and Haga W (1975) A vertical dyad linkage approach to leadership within formal organizations: alongitudinal investigation of the role making process, *Organizational Behaviour and Human Performance*, 13 (1), 46-78

Dasborough M (2006) Cognitive asymmetry in employee emotional reactions to leadership behaviours, *The Leadership Quarterly*, 17 (2), 163–178

Davis M and Lawrence P (1977) *Matrix*, Addison Wesley

Davis M and Lawrence P (1978) Problems of Matrix Organizations, *Harvard Business Review*, 56 (3), 131-142

Day D (2001) Leadership development: a review in context, *The Leadership Quarterly*, 11 (4), 581-613

Day D and Antonakis J (2012) Leadership: past, present, and future. *The Nature of Leadership*, 3-25

De Hoogh A, Greer, L and Den Hartog D (2015) Diabolical dictators or capable commanders? An investigation of the differential effects of autocratic leadership on team performance, *The Leadership Quarterly*, 26 (5), 687-701

de Laat P (1994) Power struggles: a case study of an R&D laboratory, *Human Relations*, 47 (9), 1089-1116

De Smet A, Lund S and Schaninger W (2016) Organising for the future, *McKinsey Quarterly, January*, accessed on mckinsey. com on 23. 01. 16

de Vries R (2012) Personality predictors of leadership styles and the self–other agreement problem, *The Leadership Quarterly*, 23, 809-821

Denhardt J and Denhardt R (2015) The new public service revisited, *Public Administration Review*, 75 (5), 664-672

Denscombe M (2014) *The Good Research Guide: For Small-Scale Social Research Projects*, 5th Ed, London, UK: McGraw-Hill Education

Dervin B (1998) Sense-making theory and practice: an overview of user interests in knowledge seeking and use, *Journal of Knowledge Management*, 2 (2), 36 – 46

Dollinger M (1984) Environmental boundary spanning and information processing effects on organizational performance, *Academy of Management Journal*, 27 (2), 351-368

Draugalis J, Coons S and Plaza C (2008) Best practices for survey research reports: a synopsis for authors and reviewers, *American Journal of Pharmaceutical Education*, 72 (1), p. 11

Dul J and Hak T (2008) *Case Study Methodology in Business Research*, London, UK: Routledge

Dunphy D (1993) The strategic management of corporate change, *Human Relations*, August, 46 (8), 905-920

Dunphy D and Stace D (1988) Transformational and coercive strategies for planned organisational change: beyond the O. D. model, *Organizational Studies*, 9 (3), 317-334

Drucker P (1974) *Management Tasks, Responsibilities, Practices*, New York, US: Harper and Row

Economic and Social Research Council (ESRC) Framework for Research Ethics (FRE)

http://www. esrc. ac. uk/funding/guidance-for-applicants/research-ethics/, accessed 15 October 2016

Eisenhardt K (1989) Building theories from case study research, *Academy of Management Review*, 14 (4), 532-550

Fayol H (1949) *General and Industrial Management*, London, UK: Pitman

Fernandez C and Vecchio R (1997) Situational leadership theory revisited: a test of an across job perspective, *The Leadership Quarterly*, 8 (1), 67-84

Fiedler F (1967) *A Theory of Leadership Effectiveness*, McGraw-Hill: Harper & Row Publishers Inc.

Fiedler F (1971) *Leadership*, New York, US: General Learning Press

Fiedler F (1978) The contingency model and the dynamics of the leadership process, *Advances in Experimental Social Psychology*, 11, 59-112

Fiedler F (1981) *Leader Attitudes and Group Effectiveness*, Westport, CT, US: Greenwood Publishing Group

Fielding N and Lee R (1998) *Computer Analysis and Qualitative Research*, London, UK: Sage

Fleishman E (1953) The description of supervisory behaviour, *Journal of Applied Psychology*, 37 (1), 1

Ford R and Randolph W (1992) Cross-functional structures: a review and integration of matrix organization and project management, *Journal of Management*, 18 (2), 267-294

Gaddis P (1959) *The Project Manager*, Harvard University

Galbraith J (1971) *Organisational Design: How to Combine Functional and Product Teams*, MA, US: Addison Wesley

Galbraith J (1973) *Designing Complex Organisations*, Reading, MA, US: Addison-Wesley

Galbraith J (1977) *Organisation Design*, Reading, MA: Addison-Wesley

Galbraith J (1984) Organisational design: an information processing view, *Army Organisational Effectiveness Journal*, 8 (1), 21-27

Galbraith J (1995) *Designing Organizations: An Executive Briefing on Strategy, Structure and Process*, San Francisco, US: Jossey-Bass Publishers

Galbraith J (2009) *Designing Matrix Organizations That Actually, Work: How IBM, Procter & Gamble, and Others Design for Success*. San Francisco, US: Jossey-Bass

Galbraith J (2013) Matrix management: structure is the easy part, *People & Strategy*, 36 (1) p 6-7

Galton F (1869) *Hereditary Genius*, Macmillan and Company

Ganster D, Fusilier M and Mayes B (1986) Role of social support in the experience of stress at work, *Journal of Applied Psychology*, 71, 102-110

George J (2000) Emotions and leadership: the role of emotional intelligence, *Human Relations*, 53, 1027–1055

George J (2006) Leader positive mood and group performance: the case of customer service, *Journal of Applied Social Psychology*, 25 (9) 778–794

Gibbert M, Ruigrok W and Wicki B (2008) What passes as a rigorous case study?, *Strategic Management Journal*, 29 (13), 1465-1474

Glaser B and Strauss A (1967) *The Discovery of Grounded Theory*, Chicago, IL, US: Aldine

Goethe Institut (2015)

https://www. goethe. de/en/uun/org. html, accessed on 15 August 2015

Goffee R and Scase R (2015) *Corporate Realities (Routledge Revivals): The Dynamics of Large and Small Organisations*, Routledge

Goldspink C and Kay R (2010) Emergence on organisations: the reflexive turn, *E:CO*, 12 (93), 47-63

Graeff C (1983) The situational leadership theory: a critical view, *Academy of Management Review*, 8, 285–291

Graen G and Uhl-Bien M (1995) Relationship-based approach to leadership: development of leader-member exchange (LMX) theory of leadership over 25 years: applying a multi-level multi-domain perspective, *The Leadership Quarterly*, 6 (2), 219-247

Graen G and Cashman J (1975) A role-making model of leadership in formal organisations: a developmental approach, *Leadership Frontiers*, 143, 165

Grubenmann S (2016) Matrix Organisation: The design of cross-beat teamwork in newsrooms, *Journalism Practice*, 1-19

Guest G, Bunce A and Johnson L (2006) How many interviews are enough? An experiment with data saturation and variability, *Field Methods*, 18 (1), 59-82

Gunter H, Hall D and Bragg (2013) Distributed leadership a study in knowledge production, *Educational Management Administration & Leadership*, 4 (5), 555-580

Hackman J and Walton R (1986) Leading groups in organizations, in P. S. Goodman, & Associates (Eds.), *Designing EffectiveWork Groups*, 72–119, San Francisco, CA, US: Jossey-Bass.

Hall K (2008) Matrix Organisation Structure – Advantages, *Global Integration,* http://www. global-integration. com/blog/matrix-organization-structure-advantages/, accessed on 6 August 2016

Hall K (2013) The Rise of the Matrix – Stop Whining and Get On With It, *Global Integration,* http://www. global-integration. com/rise-matrix-stop-whining/, accessed on 6 August 2016

Hall K (2013) *Making the Matrix Work: How Matrix Managers Engage People and Cut Through Complexity*, Nicholas Brealey Publishing.

Halpin A and Winer B (1957) A factorial study of the leader behaviour descriptions in RM Stogdill and AE Coons (Eds) *Leader behavior: Its description and measurement*, Colombus OH, US: Ohio State University

Hand H and Slocum J (1972) A longitudinal study of the effects of a human relations training program on managerial effectiveness, *Journal of Applied Psychology*, 56 (5), 412-418

Hardiman N and MacCarthaigh M (2010) The UnPolitics of New Public Management in Ireland, *Administrative Reforms and Democratic Governance*, 55-67

Hashim Y (2010) Determining sufficiency of sample size in management survey research activities, *International Journal of Organisational Management & Entrepreneurship Development*, 6 (1), 119-130

Hassan S, Mahsud, R, Yukl, G and Prussia G (2013) Ethical and empowering leadership and leader effectiveness, *Journal of Managerial Psychology*, 28 (2) 133-146

Heller R (1991) Matrix management muddles, *Management Today*, June, p. 24

Hemphill J and Coons A (1957) Development of the leader behavior description questionnaire RM Stogdill and AE Coons (Eds) *Leader behavior: Its description and measurement*, Colombus, OH, US: Ohio State University

Hersey P (1985) *The Situational Leader*, New York, US: Warner Books

Hersey P and Blanchard K (1969) *Management of Organizational Behavior – Utilizing Human Resources*, New Jersey, US: Prentice Hall

Hersey P, Blanchard K and Johnson D (2008) *Management of Organizational Behavior: Leading Human Resources*, Upper Saddle River, NJ, US: Pearson Education

HM Government UK Data Protection Act (1998)

http://www. legislation. gov. uk/ukpga/1998/29/contents, accessed on 15 October 2016

HM Government Foreign and Commonwealth Office (2002) *Changing Perceptions: Review of Public Diplomacy*,

http://web. archive. org/web/20050222040309/http:/www. fco. gov. uk/Files/kfile/PDWiltonReview_March2002. pdf, accessed on 16 July 2016

HM Government Performance and Innovation Unit (2001), *Strengthening Leadership in the Public Sector*, London, UK: PIU

HM Government Foreign and Commonwealth Office (2005) *Review of Public Diplomacy* (2005)
http://www. britishcouncil. org/home-carter-report, accessed on 18 May 2014

As reviewed and responded to by the Foreign Affairs Committee

https://www. gov. uk/government/uploads/system/uploads/attachment_data/file/272296/6840. pdf, accessed on 18 May 2014

HM Government National Audit Office (2008) *The British Council: Achieving Impact*

http://webarchive. nationalarchives. gov. uk/20090130104431/http://www. nao. org. uk/publications/nao_reports/07-08/0708625. pdf, accessed on 16 July 2016

As reviewed and discussed at the Public Accounts Committee on 17 November 2008

http://www. publications. parliament. uk/pa/cm200708/cmselect/cmpubacc/814/814. pdf, accessed on 16 July 2016

HM Government Civil Service Data (2012) http://www. civilservice. gov. uk/wp-content/uploads/2012/03/The-Context-for-Civil-Service-Reform-v2. pdf, accessed on 21 June 2014

HM Government Foreign and Commonwealth Office (2014) *Triennial Review of the British Council*
https://www. gov. uk/government/uploads/system/uploads/attachment_data/file/335494/140722_PDF_of_British_Council_Triennial_Review_with_Annexes_FINAL. pdf, accessed on 16 July 2016

HM Government Office for National Statistics (2014) http://www. ons. gov. uk/ons/rel/lms/labour-market-statistics/march-2014/sty-public-sector-employment. html, accessed on 10 June 2014

HM Government Foreign and Commonwealth Office (2015), *Annual Report and Accounts 2014 – 2015*

https://www. gov. uk/government/uploads/system/uploads/attachment_data/file/444067/Amended_FCO_Annual_Report_2015_web__1_. pdf, accessed on 16 July 2016

House R (1971) A path-goal theory of leader effectiveness, *Administrative Science Quarterly* 16 (3), 321–339

House R (1996) Path-goal theory of leadership: lessons, legacy, and a reformulated theory, *The Leadership Quarterly*, 7 (3), 323–352

Hood C (1995) The 'new public management' in the 1980s - variations on a theme, *Accounting, Organisations, and Society*, 20 (2/3), 93-109

Hood C (1991) A public management for all seasons, *Public Administration*, 69, 3-19

Ibarra H and Hunter M (2007) How leaders create and use networks, *Harvard Business Review*, 85(1), 40-47

Israel G (1992) *Determining sample size*, University of Florida Cooperative Extension Service, Institute of Food and Agriculture Sciences, EDIS: US

Jamieson S (2004) Likert scales: how to (ab) use them, *Medical Education*, 38(12), 1217-1218

Johnston W, Leach M and Liu A (2000) Using case studies for theory testing in business-to-business research: the development of a more rigorous case study methodology, *Advances in Business Marketing and Purchasing*, 9(1), 215-41

Jones M and Sugden R (2001) Positive confirmation bias in the acquisition of information, *Theory and Decision*, 50(1), 59-99

Joyce W (1986) Matrix organisation: a social experiment, *The Academy of Management Journal*, 29 (3), 536-561
Judge T, Bono J, Ilies, R and Gerhardt M (2002) Personality and leadership: a qualitative and quantitative review, *Journal of Applied Psychology*, 87, 765–780

Jung D, Wu A and Chow C (2008) Towards understanding the direct and indirect effects of CEOs transformational leadership on firm innovation, *The Leadership Quarterly*, 19, 582–594

Kalay F and Lynn G (2016) The Impact of Organizational Structure on Management Innovation: an empirical research in Turkey, *Journal of Business Economics and Finance*, 5 (1)

Kanter R (1977) *Men and Women of the Corporation*, New York, US: Basic Books

Kaplan R (1984) Trade routes: The manager's network of relationships. *Organizational Dynamics*, 12 (4), 37-52

Kaplan R (1988) The warp and woof of the general manager's job, in FD Shoorman and B Schneider (Eds), *Facilitating Work Effectiveness*, Lexington, MA, US: Lexington Books, 183-211

Katz R (1955) Skills of an effective administrator, *Harvard Business Review*, 33-42

Katz et al (1950) *Productivity, supervision, and morale in an office situation*, Ann Arbor, MI, US: Institute for Social Science

Katz et al (1951) *Productivity, supervision and morale among railroad workers,* Ann Arbor, MI, US: Institute for Social Science

Katz D and Kahn R (1978) *The social psychology of organizations*, 2nd Ed, New York, US: Wiley

Kayworth T and Leidner D (2001) Leadership effectiveness in global virtual teams, *Journal of Management Information Systems*, 18 (3), 7-40

Keller B. (2015) The public sector in the aftermath of the financial and debt crises: Long-term, neglegted consequences", in Schneider V and Eberlein B (eds), *Complex Democracy. Varieties, crises and transformations*, Springer, 185-200

Keller R (2006) Transformational leadership, initiating structure, and substitutes for leadership: a longitudinal study of research and development project team performance, *Journal of Applied Psychology*, 91 (1), 202-210

Kelley K, Clark, B, Brown V and Sitzia J (2003) Good practice in the conduct and reporting of survey research, *International Journal for Quality in Health Care*, 15 (3), 261-266

Kenny D and Zaccaro S (1983) An estimate of variance due to traits in leadership, *Journal of Applied Psychology*, 68 (4), 678-685

Kerr S and Jermier J (1978) Substitutes for leadership: Their meaning and measurement, *Organizational Behaviour and Human Performance*, 22 (3), 375-403

Kessler R, Price R and Wortman C (1985) Social factors in psychopathology: stress, social support and coping processes, *Annual Review of Psychology*, 36, 531-572

Kim H and Yukl G (1995) Relationships of self-reported and subordinate reported leadership behaviours to managerial effectiveness and advancement, *The Leadership Quarterly*, 6, 361-377

Kirkpatrick S and Locke E (1991) Leadership: do traits matter?, *Academy of Management Executive*, 5 (2), 48–60

Kitzinger J (1994) The methodology of focus groups: the importance of interaction between research participants, *Sociology of Health and Illness*, 16 (1), 103-121

Kitzinger J (1995) Qualitative research, introducing focus groups, *BMJ: British Medical Journal*, 311 (7000), 299-302

Klayman J (1995) Varieties of confirmation bias, *Psychology of Learning and Motivation*, 32, 385-418

Knight K (1977) Matrix organization: a review, *Journal of Management Studies*, 13 (2), 111-130

Kolodny H (1979) Evolution to a matrix organization, *The Academy of Management Review*, 4 (4), 543-553

Kornør H and Nordvik H (2004) Personality traits in leadership behaviour, *Scandinavian Journal of Psychology*, 45 (1), 49–54

Kotter J (1982) *The General Managers*, New York, US: Free Press

Kotter J (1990) *Force for Change: How leadership differs from management*, New York, US: Simon and Schuster

Kotter J (1998) *The Leadership Factor*, New York, US: The Free Press

Kotter J (2012) *Leading Change*, Harvard Business Press

Kotter J (2014) *Accelerate, Building Strategic Agility for a Faster Moving World*, Boston, Massachusetts, Harvard Business Review Press

Kotter J and Rathgeber H (2006) *Our Iceberg is Melting: Changing and Succeeding under any Conditions*, Macmillan

Krueger R and Casey M (2014) *Focus Groups: A Practical Guide for Applied Research*, 5th Ed, CA, US: Sage

Koval K, Kavaliauskas V and Sakalas A (2015) Organizational Structure forming problems in modern industrial enterprise, *Engineering Economics*, 51 (1)

Kumar K (1989) *Conducting key informant interviews in developing countries*, Washington DC, US: Agency for International Development.

Kumar N, Stern L and Anderson J (1993) Conducting interorganisational research using key informants, *Academy of Management Journal*, 36 (6), 1633-1651
Kvale S and Brinkmann S (2009) *Interviews: Learning the Craft of Qualitative Research Interviewing*, Thousand Oaks, CA, US: Sage

Langley L (1999) Strategies for theorising from process data, *Academy of Management Review*, 24 (1), 691-710

Larson E and Gobeli D (1987) Matrix management: contradictions and insights, *California Management Review*, 29 (4), 126-139

Larsson J and Vinberg S (2010) Leadership behaviour in successful organisations: universal or situation-dependent? *Total Quality Management*, 21 (3), 317-334

Latham G and Saari L (1979) Application of social-learning theory to training supervisors through behavioural modelling, *Journal of Applied Psychology*, 64 (3), 239-246

Lawrence P, Kolodny H and Davis S (1977) The human side of the matrix, *Organisational Dynamics*, 6 (1) 43-61

Leban W and Zulauf C (2004) Linking emotional intelligence abilities and transformational leadership styles, *Leadership & Organization Development Journal*, 25 (7), 554 – 564

Legard R, Keegan J and Ward K (2003) In-depth interviews, *Qualitative Research Practice: A guide for Social Science Students and Researchers*, 138-169

Lee D (2007), Translation of Plato, *The Republic*, Harmondswood, UK: Penguin

Lee N and Fielding R (1991) *Using Computers in Qualitative Research*, London, UK: Sage

Leslie K and Canwell A (2010) Leadership at all levels: Leading public sector organisations in an age of austerity, *European Management Journal*, 28(4), 297-305

Levinthal D and Workiewicz M (2015) *Are Two Heads Better than One: The Multi-Authority Form and Organizational Adaptation*, Available at SSRN 2630088

Lewin K (1935) *A Dynamic Theory of Personality*, New York, US: McGraw-Hill

Lewin K (1946) Behavior and development as a function of the total situation, in *Manual of Child Psychology* (791-844) Hoboken, NJ, US: John Wiley & Sons

Likert R (1932) A technique for the measurement of attitudes, *Archives of Psychology*, 22 (140), 55

Lindqvist K (2012) Effects of public sector reform on the management of cultural centres in Europe, *International Studies of Management and Organisations*, 42 (3), 9-28

Llorens J and Battaglio R (2010) Human Resource Management in a changing world: re-assessing public human resources management education, *Review of Public Personnel Administration,* 30 (1), 112-132

Locke E (2007) The case for inductive theory building, *Journal of Management*, 3 (6), 867-890

Lord R, De Vader C and Alliger G (1986) A meta-analysis of the relation between personality traits and leader perceptions: an application of validity generalization procedures, *Journal of Applied Psychology*, 71, 402–410.

Luck L, Jackson D and Usher K (2006) Case study: a bridge across the paradigms, *Nursing Inquiry,* 13 (2), 103-109

Lunenburg F (2011) Leadership versus management: a key distinction–at least in theory. *International Journal of Management, Business, and Administration,* 14 (1), 1-4

Mahsud R, Yukl, G and Prussia G (2010). Leader empathy, ethical leadership, and relations-oriented behaviours as antecedents of leader-member exchange quality, *Journal of Managerial Psychology*, 25 (6), 561-577

Malloy R (2012) Managing Effectively in a Matrix, *Harvard Business Review, August 10,* accessed on hbr. org on 23. 01. 16

Mann R (1959) A review of the relationship between personality and performance in small groups, *Psychological Bulletin*, 56, 241–270.

Marschan-Piekkari R and Welch C (2011) *Rethinking the Case Study in International Business and Management Research*, Edward Elgar Publishing: UK

Marshall M (1996) The key informant techniques, *Family Practice*, 13, 92-97
Mason M (2010) Sample size and saturation in PhD studies using qualitative interviews, *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research,* 11 (3)

McCall M (1977) *Leaders and Leadership: Of Substance and Shadow*, No. 2, Center for Creative Leadership

McCall M and Lombardo M (1983) What makes a top executive? *Psychology Today*, 17 (2), 26-31.

McGrath J (1962) *Leadership Behavior: Requirements for Leadership Training*, U. S. Civil Service Commission Office

McGregor D (1960) *The Human Side of Enterprise*, New York, US: McGraw Hill

McKillip J (1987) *Need analysis: Tools for the Human Services and Education* (Vol. 10), Newbury Park, CA, US: Sage

Mears C (2012) In-depth interviews, *Research Methods and Methodologies in Education*, 170-176

Mee J (1964) Matrix organization, *Business Horizons*, 7 (2), 70-72

Metcalf L (1993) Public management reform: from imitation to innovation, pp 173-89, in J. Koolman (ed) *Modern Governance: New Government-Society Interactions*, Sage

Merkle J (1980) *Management Ideology: the Legacy of the International Scientific Movement*, California University Press

Metcalfe D (2014) *Managing the Matrix: The Secret to Surviving and Thriving in Your Organization*, Chichester, UK: Wiley & Sons,

Meyer C (2001) A case in case study methodology, *Field Methods*, 13 (4), 329-352
Michel J, Lyons B and Cho J (2011) Is the full-range model of leadership really a full-range model of effective leader behavior? *Journal of Leadership & Organizational Studies*, 18 (4), 493-507

Micheli P, Schoeman M, Baxter D and Goffin K (2012) New business models for public service innovation, *Research and Technology Management*, September/October

Miles M, Huberman M and Saldana J (2014) *Qualitative Data Analysis: A Methods Sourcebook*, (3rd Ed), London, UK: Sage

Mintzberg H (1973) *The Nature of Managerial Work*, New York, US: Harper & Row

Moodley D, Sutherland M and Preterms P (2016) Comparing the power and influence of functional managers with that of project managers in matrix organisations: The challenge in duality of command, *South African Journal of Economic and Management Sciences*, 19 (1), pp. 103-117.

Morgan D (1997) *Focus Groups as Qualitative Research* (Vol. 16): Sage

Morgan D (1996) Focus groups, *Annual Review of Sociology*, 129-152

Morse J (2000) Determining sample size, *Qualitative Health Research*, 10 (1), 3-5

Muczyk J and Holt D (2008) Toward a cultural contingency model of leadership, *Journal of Leadership & Organizational Studies*, 14 (4), 277-286

Mumford M, Zaccaro S, Harding F, Jacobs, T and Fleishman E (2000) Leadership skills for a changing world solving complex social problems, *The Leadership Quarterly*, 11, 11–35

Mumford T, Campion M and Morgeson F (2007) The leadership skills strataplex: Leadership skill requirements across organizational levels, *The Leadership Quarterly*, 18 (2), 154-166

Mynatta C, Dohertya M and Tweneya R (1977) Confirmation bias in a simulated research environment: An experimental study of scientific inference, *Quarterly Journal of Experimental Psychology*, 29 (1), 85-95

Nickerson R (1998) *Confirmation bias: A ubiquitous phenomenon in many guises*, Review of General Psychology, 2 (2), 175-220

O'Donnell M, Yukl G and Taber T (2012) Leader behaviour and LMX: a constructive replication, *Journal of Managerial Psychology*, 27 (2), 143-154

O'Reilly et al (2010) How leadership matters: the effects of leaders' alignment on strategy implementation, *The Leadership Quarterly*, 21 (1), 104-113

O'Reilly D and Reed M (2010) Leaderism – an evolution of managerialism in UK public sector reform, *Public Administration* , 88 (4), 960-978

O'Reilly D and Reed M (2011) The grit in the oyster: Professionalism, managerialism and leaderism as discourses of UK public services modernization, *Organization Studies*, 32 (8), 1079-1101

Organisation for Economic Co-operation and Development (OECD) *Government at a glance (2013)*

Osborne D and Gaebler T (1992) *Re-inventing government: how the entrepreneurial spirit is transforming the public sector*, Reading, UK: Adison Wesley

Pallot J (1998) New public management reform in New Zealand, The collective strategy phase, *International Public Management Journal*, 1 (1), 1-18

Patton M (2005) *Qualitative Research*, Wiley & Sons

Pearce C (2007) The future of leadership development: the importance of identity, multi-level approaches, self-leadership, physical fitness, shared leadership, networking, creativity, emotions, spirituality and on-boarding processes, *Human Resource Management Review*, 17 (4), 355-359

Pedersini R (2014) European industrial relations between old and new trends", in *Stato e Mercato*, December, 341-368

Pettigrew A, Woodman R and Cameron K (2001). Studying organizational change and development: challenges for future research, *Academy of Management Journal*, 44 (4), 697-713

Pettigrew A (1992) The character and significance of strategy process research, *Strategic Management Journal*, 13, 5-16

Peters T (1979) Beyond the matrix organization, *McKinsey Quarterly, September*, accessed on mckinsey. com on 23. 01. 16

Peters T and Waterman R (1982) *In Search of Excellence: Lessons from America's best-run companies*, London, UK: Harper Row

Pfeffer J and Sutton R (2006) *Hard Facts, Dangerous Half-truths, and Total Nonsense: Profiting from Evidence-Based Management*, Harvard Business Press, US

Pfeffer J and Sutton R (2006) Evidence-based management, *Harvard Business Review*, 84 (1), 62

Phillips L (1981) Assessing Measurement Error in Key Informant Reports: A Methodological Note on Organizational Analysis, *Journal of Marketing Research*, 18 (4), 395-415

Pollitt C (1990) *Managerialism and the public services*: *the Anglo American experience*, Oxford, UK: Blackwell

Pollitt C (2004) *Agencies: how governments do things through semi-autonomous organizations*, Palgrave Macmillan

Pollitt C and Bouckaert G (2004) *Public Management Reform*, second edition, Oxford

Pollitt C (2015) Public Servants to Public Managers: The European Story. Transformation or Torture?, *paper supporting keynote address to 11th Transatlantic Dialogue (TAD)*, Boston 3-5 June

Porras J and Anderson B (1981) Improving managerial effectiveness through modeling-based training, *Organizational Dynamics*, 9 (4), 60-77

Posner B (1986) What's all the fighting about? Conflicts in project management *IEEE Transactions on Engineering Management*, 33(4), 207-211

Quinn J (1980) Formulating strategy one step at a time, *Journal of Business Strategy*, 1, 42-63

Rajah R, Song, Z and Arvey R (2011) Emotionality and leadership: taking stock of the past decade of research, *The Leadership Quarterly*, 22 (6), 1107-1119

Randolph W and Posner B (1992) *Getting the job done: managing project teams and task forces for success*, Englewood Cliffs, NJ, US: Prentice-Hall

Reay T, Berta W and Kohn M (2009) What's the evidence on evidence-based management?, *The Academy of Management Perspectives*, 23 (4), 5-18

Reed M (2002) New managerialism, professional power and organisational governance in UK universities: A review and assessment, in *Governing higher education: National perspectives on institutional governance*, Springer, Netherlands 163-185

Rhodes R (1994) The hollowing out of the state: the changing nature of public service in Britain, *The Political Quarterly*, 65 (2), 138-151

Roche W (2013) Human Resource Management and public service reform, *Administration*, 60 (3), 211–218

Rost J (1993) *Leadership for the Twenty-first Century*, Santa Barbara, CA, US: Greenwood Publishing Group

Rousseau D (2006) Is there such a thing as "evidence-based management"?, *Academy of Management Review*, 31 (2), 256-269

Rousseau D and Olivas-Luján M (2015) Evidence-Based Management, *Wiley Encyclopaedia of Management*, 11, 1–3

Rubin H and Rubin I (1995) *The Art of Hearing Data*, Thousand Oaks, CA, US: Sage

Rummler G and Brache A (2012) *Improving performance: How to manage the white space on the organization chart*, CA, US: John Wiley & Sons

Sadri G, Weber, T and Gentry W (2011) Empathic emotion and leadership performance: an empirical analysis across 38 countries, *The Leadership Quarterly*, 22 (5), 818-830

Sandberg J (2005) Office democracies: how many bosses can one person have? *Wall Street Journal*, November 22, p. B1.

Satel G (2015) Your company's networks might matter more than its strategy, *Harvard Business Review, 10 June*, accessed on hbr. org on 23 January 2016

Satel (2015) What Makes an Organization "Networked"?, *Harvard Business Review, 10 8 June*, accessed on hbr. org on 23 January 2016

Saunders M, Lewis P and Thornhill A (2012) *Research Methods for Business Students* (6th Ed), Harlow, UK: Pearson

Schein E (1992) *Organizational Leadership and Culture*, San Francisco, CA, US: Jossey-Bass

Schriesheim C, Castro S and Cogliser C (1999) Leader-member exchange (LMX) research: a comprehensive review of theory, measurement, and data-analytic practices. *The Leadership Quarterly*, 10 (1) 63-113

Seifert C and Yukl G (2010) Effects of repeated multi-source feedback on the influence behavior and effectiveness of managers: A field experiment, *The Leadership Quarterly*, 21 (5), 856-866

Shani A and Pasmore W (1985) *Organization inquiry: Towards a new model of the action research process* in D. D Warrick (Eds) *Contemporary Organization Development: Current Thinking and Aplications*, Glenview, IL, US: 438-448

Simkins T (2005) Leadership in education: what works or what makes sense?, *Educational Management, Administration and Leadership*, 33 (1), 9–26

Sims D (2010) Looking for the key to leadership under the lamp post, *European Management Journal*, 28 (4), 253-259

Skinner B (1953) *Science and Human Behaviour*, Simon and Schuster

Skinner C and Spurgeon P (2005) Valuing empathy and emotional intelligence in health leadership: a study of empathy, leadership behaviour and outcome effectiveness, *Health Services Management*, 18 (1) 1-12

Stewart D and Shamdasani P (2014) *Focus Groups: Theory and practice* (Vol. 20), Sage

Stoecker R (1991) Evaluating and rethinking the case study, *The Sociological Review*, 39: 88–112

Stogdill R (1948) Personal factors associated with leadership: a survey of the literature, *Journal of Psychology*, 25, 35–71

Stogdill R and Bass B (1974) *Handbook of Leadership: A Survey of Theory and Research*, New York, NY: Free Press

Sy T and Côté S (2003) Emotional intelligence: a key ability to succeed in the matrix organization, *Journal of Management Development*, 23 (5), 437-455

Sy T et al (2005) The contagious leader: impact of the leader's mood on the mood of group members, group affective tone, and group processes, *Journal of Applied Psychology*, 90 (2), 295–305

Sy T (2013) Challenges and strategies of matrix organisations, *Human Resource Planning*, 28 (1), 39-48, for Booze and Co

Tannenbaum S and Yukl G (1992) Training and Development in Work Organisations, *Annual Review of Psychology*, 43, 399-441

Taylor I (1999) Raising the expectation interest: New Labour and the Citizen's Charter, *Public Policy and Administration,* 14 (4), 29-38

Taylor I and Kelly J (2006) Professionals, discretion and public sector reform in the UK: re-visiting Lipsky, *International Journal of Public Sector Management*, 19 (7), 629-642

Tesch R (1989) The correspondence between different kinds of qualitative analysis and different kinds of software', Paper presented at the *Symposium on Qualitative Knowledge and Computing*, University of Surrey, 11-12 July

Tesch R (1990) *Qualitative Research: Analysis Types and Software Tools*, London and Philadelphia, US: Falmer Press

Thompson G and Vecchio R (2009) Situational leadership theory: a test of three versions, *The Leadership Quarterly*, 20, 837-848

Todnem By R (2005) Organisational change: a critical review, *Journal of Change Management*, 5 (4), 369-380

Tracey B and Hinkin (1998) Transformational leadership or effective managerial practices?, *Group Organization Management September*, 23 (3), 220-236

Tremblay M (1957) The key informant technique: a non-ethnographic application, *American Anthropologist*, 59, 688–701

Van Dierendonck e al (2004) Leadership behavior and subordinate well-being, *Journal of Occupational Health Psychology*, 9 (2), 165-175

Van Dooren W, Bouckaert G and Halligan J (2015) *Performance Management in the Public Sector*, Oxford, UK: Routledge

Vaughan-Whitehead D (2013) *Public Sector Shock*, Cheltenham: Edward Elgar in association with the International Labour Organisation

Vissak T (2010) Recommendations for using the case study method in international business research, *The Qualitative Report*, 15 (2), 370-388

Vroom V and Jago A (1988) *The New Leadership: Managing Participation in Organizations*, Englewood Cliffs, NJ, US: Prentice-Hall

Vroom V and Jago A (2007) The role of situation in leadership, *American Psychologist*, 62, 17-24

Vroom V and Sternberg R (2002) Theoretical letters: the person versus the situation in leadership, *The Leadership Quarterly*, 13 (3), 301–323

Vroom V and Yetton P (1973) *Leadership and Decision Making*, Pittsburgh, PA: University of Pittsburgh Press

Waterman R, Peters T and Phillips J (1980) Structure is not organization, *Business Horizons*, 23 (3), 14-26

Watson T (1995) Rhetoric, Discourse and Argument in Organizational Sense Making: A Reflexive Tale, *Organization Studies*, September 16 (5), 805-821

Weber M (1947) *The Theory of Social and Economic Organisation*, The Free Press

Webber S (2002) Leadership and trust facilitating cross-functional team success, *Journal of Management Development*, 21 (3), 201-214

Weitzman E and Miles M (1995) *Computer Programs for Qualitative Data Analysis: A Software Source Book*, Thousand Oaks, CA, US: Sage

Wellbelove J (2015) *Living in a Matrix*, Roffey Park Institute, Sussex, UK

Wellman J (2007) Leadership behaviours in matrix structures, *Project Management Institute*, 38 (2) 62-71

Wexley K and Nemeroff W (1975) Effectiveness of positive reinforcement and goal setting as methods of management development, *Journal of Applied Psychology*, 60 (4), 446-450

Wilson D (1992) A Strategy of Change: Concepts and Controversies in the Management of Change, London, UK: Routledge,

Winston B and Patterson K (2006) An integrative definition of leadership, *International Journal of Leadership Studies*, 1 (2), 6-66

Yin R (1981) The case study crisis: some answers, *Administrative Science Quarterly*, 26 (1), 58-65

Yin R (1981) The case study as a serious research strategy, *Science Communication*, 3(1), 97-114

Yin R (2014) *Cast Study Research – Design and Methods* (3rd Ed), London, UK: Sage

Yin R and Heald K (1975) Using the case survey method to analyse policy studies, *Administrative Science Quarterly*, 20 (3), 371-381

Yukl G (1997) Effective leadership behaviour: a new taxonomy and model, in *Eastern Academy of Management International Conference*, Dublin, Ireland, June

Yukl G (1999) An evaluative essay on current conceptions of effective leadership, *European Journal of Work and Organizational Psychology*, 8 (1), 33-48

Yukl G (2008) How leaders influence organizational effectiveness, *The Leadership Quarterly*, 19 (6), 708-722

Yukl G (2009) Leading organisational learning: Reflections on theory and research, *The Leadership Quarterly*, 20 (1), 49-53

Yukl G (2010) *Leadership in Organizations*, 7th edition, Englewood Cliffs, NJ, US: Prentice-Hall

Yukl G (2009) Leading organizational learning: reflections on theory and research, *The Leadership Quarterly*, 20 (1) 49–53

Yukl G (2012) Effective leadership behaviour: what we know and what questions need more attention, *Academy of Management Perspective*, 26 (4), 66-85

Yukl G, O'Donnell M and Taber T (2009) Influence of leader behaviors on the leader-member exchange relationship, *Journal of Managerial Psychology*, 24 (4) 289-299

Yukl G and Falbe C (1990) Influence tactics in upward, downward and lateral influence attempts, *Journal of Applied Psychology*, 75, 132-140

Yukl G and Fu P (1999) Determinants of delegation and consultation by managers, *Journal of Organizational Behavior*, 20 (2) 219–232

Yukl G and Mahsud R (2010) 'Why flexible and adaptive leadership is essential', *Consulting Psychology Journal: Practice And Research*, 62 (2), 81-93

Yukl G, Mahsud R, Hassan S, and Prussia G (2013) An improved measure of ethical leadership, *Journal of Leadership & Organizational Studies*, 20 (1), 38-48

Yukl G and Michel J (2006) Proactive influence tactics and leader member exchange, in *Power and Influence in Organizations*, (Ed) Schrieshein and Neiden, 87-103, Greenwich CT, US: Information Age Publishing

Yukl G, O'Donnell M and Taber T (2009). Influence of leader behaviours on the leader-member exchange relationship. *Journal of Managerial Psychology*, 24 (4), 289-299

Yukl G and Taber G (2002) A hierarchical taxonomy of leadership behaviour: integrating a half century of behaviour research, *Journal of Leadership & Organizational Studies*, 9 (1) 15-32

Zaccaro S (2007) Trait-based perspectives of leadership, *American Psychologist*, 62, 6–16

Zaccaro S et al (2008) Personality and leadership, *Leadership at the Crossroads*, 1, 13–29

Zaccaro S and Horn Z (2003). Leadership theory and practice: fostering an effective symbiosis, *The Leadership Quarterly*, 14 (6), 769-806

Zalatan K (2005) *Inside the black box: Leadership influences on team effectiveness* (Doctoral dissertation), University at Albany, Organizational Studies PhD Programme

Zaleznik A (1977) Managers and leaders: are they different? *Harvard Business Review*, 55 (5), 67-78

Zikmund W (1984) *Business Research Methods*, New York, US: Holt, Reinhart and Winston,

News sources:

'Bonfire of the quangos'

Quango list shows 192 to be axed (BBC 2010)

http://www. bbc. com/news/uk-politics-11538534, accessed on 14 June 2014

'Yeah Minister' – civil service modernises (BBC, 1999)

http://news. bbc. co. uk/2/hi/uk_news/politics/565771. stm, accessed on 15 June 2014

British Council Internal Data Sources:

Global Staff Survey Reports (2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015)

Global HR Snapshot Report (2014, 2015, 2017)

Regional Organisation Charts (2015)

Organisational Design Principles (2014)

Equality and Diversity Data (2014, 2015, 2016)

Gender Data (2014)

British Council Annual Report 2014-15, British Council Publication

https://www. britishcouncil. org/sites/default/files/annual-report-2014-2015. pdf, accessed on 16 July 2016

British Council Corporate Plan 2016-2020, British Council Publication

https://www. britishcouncil. org/sites/default/files/corporate-plan-2016-20. pdf, accessed on 16 July 2016